

Skills & Knowledge Progression: RE

Hertfordshire Agreed Syllabus for Religious Education aims & purpose:	School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>The Hertfordshire Agreed Syllabus for RE aims to enable schools to achieve high quality Religious Education for all. Teaching needs to provide pupils with a systematic knowledge and understanding about Christianity, principal religions and worldviews, which give life value. RE aims to enable pupils to become religiously and theologically literate so they can engage in life in an increasingly diverse society.</p> <p>Aims</p> <ul style="list-style-type: none"> • know, understand and explore the significance and impact of sacred texts, sources of wisdom and ways of expressing meaning • express ideas and insights about the nature of beliefs, values and practices and their impact upon individuals and communities • recognise and explore the diversity which exists within and between religious traditions • express with increasing discernment their personal reflections, critical responses and connections to faith and belief • engage with the questions and answers offered by religions and worldviews concerning ultimate questions and responsibility 	<p>We want our children to develop their individual knowledge and understanding of religions and beliefs in order to become open, principled and respectful citizens in contemporary society. In order to do this, it is vital that our children build-up both a rounded understanding of major faiths and the confidence and curiosity needed to form their own personal opinions. To that end, we have built on the Hertfordshire Agreed Syllabus for RE to provide an education that reflects the beliefs and needs of our diverse community.</p> <p>At Bedwell, children in every class are given opportunities to ask and answer provoking, challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. We want to develop pupils' knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.</p> <p>Our children also have opportunities for their own personal development and wellbeing, by being taught to have mutual respect and tolerance for the diverse society we live in. This is also reflected in other parts of the curriculum such as Personal, Social, Health and Economic education (PSHE), geography and history. Children are given opportunities for personal reflection and spiritual development which allow them to deepen their understanding of the significance of religion in the lives of others - individually, communally and cross-culturally.</p>

Links to learning in EYFS / KS1:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Hertfordshire Agreed Syllabus for RE:</p> <ul style="list-style-type: none"> • Share their own beliefs, ideas and values. • Listen and respond to a range of stories that engage them, including faith stories. • Directly experience religion, its symbols and actions. • Engage with artefacts, people and places. • Explore local places of importance, including at least one place of significance, for a religious family. • Learn about key figures in their own lives and key members of a local religious group. • Listen and respond to visitors from faith communities. • Explore some of the ways in which people express care and concern for each other and the importance of this for relationships. • Understand what is right and wrong. 	<ul style="list-style-type: none"> • Geography - learning about different cultures and the major religions in countries being studied. • Art - the role of art, sculpture etc. in religious buildings and their symbolic meanings, all of which could then be used to inspire children's own work. • History - the history of major faiths, significance and practices of religious communities at different points in history (eg. Ancient Greeks, Mayans). • English - exploring, summarising, analysing and making inferences from religious texts. • Music - listening to music that is important in different religions and identifying its meaning/role. • PSHE - many themes (such as values, fairness, right and wrong) are shared between the subjects; assemblies are jointly planned by both subject leaders to cover a range of RE and PSHE topics. 	<ul style="list-style-type: none"> • Visit a broad range of places of worship, both in the local area and beyond, including churches, temples, synagogues and mosques - our target is for children to visit one place of worship each year, linked to the religions they are exploring. • Meet religious leaders in local community and have the opportunity to discuss their faith and practices. • Have opportunities to handle religious artefacts, learn about their significance and draw their own inferences and conclusions from them. • Share photos, stories, food and clothing from faith ceremonies that they have taken part in with others in their class. • Have regular opportunities to discuss their personal faith and beliefs in an open, trusting and respectful environment.



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Opportunities to develop and use Learning Powers in our curriculum	
<p>Claudia Curiosity</p> 	<ul style="list-style-type: none"> • Showing curiosity when learning about other religions, cultures and ways of life • Asking 'big' questions about the meaning of life, issues of right and wrong and the values which we should all live by • Exploring personal beliefs, ideas and opinions • Taking risks to express individual responses to an issue • Challenging stereotypes, pre-conceived ideas and prejudices
<p>Isaac Independence</p> 	<ul style="list-style-type: none"> • Choosing and using resources to aid learning - such as artefacts, texts, word banks, dictionaries and the knowledge of members of a given faith • Independently responding to issues • Responding to miraculous, magical and extraordinary stories with imagination and understanding • Tackling new situations and scenarios with growing confidence • Developing the decision making skills and sense of right and wrong needed by independent adults
<p>Eddy Empathy</p> 	<ul style="list-style-type: none"> • Being respectful of other peoples cultures, beliefs and opinions • Taking the challenges and concerns faced by others into account when discussing issues of faith • Expressing ideas and personal beliefs with honesty, and listen to the responses of others with tolerance and an open mind • Showing an understanding of life in a particular faith community • Exploring the concept of 'forgiveness' and its key place in many religions
<p>Polly Perseverance</p> 	<ul style="list-style-type: none"> • Working with determination to fully understand what it 'means' to be a member of a particular faith, not just skimming the surface • Coping with setbacks, especially when carrying out investigations • Setting ambitious but realistic goals for a task • Maintaining attention and clarifying information when being introduced to new ideas • Showing commitment to finding out answers and solving problems
<p>Ralph Reflectiveness</p> 	<ul style="list-style-type: none"> • Breaking challenges down into small steps and thinking problems through logically • Commenting on similarities and differences between faiths, belief systems and values • Evaluating work, using personal or shared criteria • Using findings from enquiries, investigations, discussion or artefact analysis to draw simple conclusions • Taking feedback from others into account and using this to consider next steps
<p>Chloe Cooperation</p> 	<ul style="list-style-type: none"> • Contributing to whole class discussions and sharing observations and ideas to suggest answers to questions • Using listening and imitation to develop understanding • Working collaboratively to complete complex tasks • Treating both other individuals and other faiths with respect • Presenting and sharing work with others (using drama, video, or IT where appropriate)

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Year group	Beliefs and Practices	Sources of Wisdom	Symbols and actions	Prayer, worship and reflection	Identity and belonging	Ultimate questions	Human responsibility and values	Justice and fairness
Year 1	<ul style="list-style-type: none"> Give at least one example of beliefs and practices, including festival, worship, ritual and share meaning behind them. 	<ul style="list-style-type: none"> Respond to religious and moral stories. Begin to raise questions about sources of wisdom and their origins. 	<ul style="list-style-type: none"> Give at least one example of symbol or action and explain how it is used. 	<ul style="list-style-type: none"> Talk about how and where some worshippers pray. Respond to periods of stillness and reflection. 	<ul style="list-style-type: none"> Talk about things and people that matter to them and how they belong to groups including faith groups. 	<ul style="list-style-type: none"> Demonstrate curiosity about the wonder of world, asking and beginning to respond to questions. 	<ul style="list-style-type: none"> Respond to faith stories and examples of showing care and concern for humanity and world. 	<ul style="list-style-type: none"> Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.
Year 2	<ul style="list-style-type: none"> Give at least 3 examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meaning behind them. 	<ul style="list-style-type: none"> Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about sacred writings, sources of wisdom and traditions from where they come. 	<ul style="list-style-type: none"> Give at least 3 examples of symbols and actions explaining how and why they express religious leaning Notice similarities between communities. 	<ul style="list-style-type: none"> Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection. 	<ul style="list-style-type: none"> Talk with others how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why. 	<ul style="list-style-type: none"> Ask and answer range of how and why questions about belonging, meaning and truth, expressing own ideas and opinions. 	<ul style="list-style-type: none"> Tell stories and share real life experiences of how people care and concern for humanity and world. Think; talk and ask questions and why they do this. 	<ul style="list-style-type: none"> Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair.
Year 3	<ul style="list-style-type: none"> Describe using specific religious vocab the impact of celebrations and key moments in life in religious communities. 	<ul style="list-style-type: none"> Raise questions and suggest meanings to 3 examples of either religious & moral stories, sources of wisdom, sacred writings and their impacts. 	<ul style="list-style-type: none"> Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe similarities between two faith communities. 	<ul style="list-style-type: none"> Ask and answer questions about places of prayer and worship and the impact they might make on faith communities. 	<ul style="list-style-type: none"> Give two examples of how individuals show they belong to a faith community. Recognise how some religious people are guided by their religious leaders. 	<ul style="list-style-type: none"> Through creative media, express an understanding of a range of ultimate questions, reflecting on questions difficult to answer. 	<ul style="list-style-type: none"> Recognise importance of showing care and responsibility of the world, identifying the shared values in two communities. 	<ul style="list-style-type: none"> Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.

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Year 4	<ul style="list-style-type: none"> Describe, make connections and reflect on some religious and non-religious worldviews studied Use specific religious vocab to describe how celebrations and key moments in life are marked by communities. 	<ul style="list-style-type: none"> Show awareness, respond, describe and interpret a range of stories, sacred writings, psalms, poems hymns, prayers and artefacts. Develop an impact of different communities and on individual believers. 	<ul style="list-style-type: none"> Explain a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities. 	<ul style="list-style-type: none"> Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet though and where appropriate express personal reflections. 	<ul style="list-style-type: none"> Show an understanding of some of the challenges individuals face in a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders. 	<ul style="list-style-type: none"> Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections. 	<ul style="list-style-type: none"> Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility. 	<ul style="list-style-type: none"> Consider and discuss questions on matters that are important in the world including choices about what is right or wrong.
Year 5	<ul style="list-style-type: none"> Use religious vocabulary to compare two examples of celebrations marking key points in life's journey including pilgrimage. 	<ul style="list-style-type: none"> Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities. 	<ul style="list-style-type: none"> Describe how a range of beliefs, symbolic expression and actions can communicate meaning. Identify some similarities and differences between and within two communities. 	<ul style="list-style-type: none"> Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences. 	<ul style="list-style-type: none"> Recognise the challenge of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity; religious guidance and leadership. 	<ul style="list-style-type: none"> Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups. 	<ul style="list-style-type: none"> Describe the diversity of local and national communities. Identify some shared communal values and responsibilities. 	<ul style="list-style-type: none"> Identify and describe how people with religious worldviews make choices about what is right and wrong.
Year 6	<ul style="list-style-type: none"> Describe, make connections and reflect on some religious and worldviews studied. Use specific religious vocab to describe how celebrations and key moments in life are marked by communities. 	<ul style="list-style-type: none"> Show awareness, respond and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact on different communities and individuals. 	<ul style="list-style-type: none"> Compare how and why a range of beliefs, actions and expressions communicate meaning. Identify and describe similarities and differences between and within communities. 	<ul style="list-style-type: none"> Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces. 	<ul style="list-style-type: none"> Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership n their own and others' lives. 	<ul style="list-style-type: none"> Present a range of views and answers to challenging questions about belonging, meaning and truth. 	<ul style="list-style-type: none"> Explain how communities can live together, identifying common values , justice, respect and shared responsibility. Use personal responses to challenge how responsibility is shaped by faith. 	<ul style="list-style-type: none"> Evaluate and ask challenging questions applying their won and others ideas bout responsibility and what is right or wrong, consider possible effects of different moral choices.