

RE Progression Framework - Core Content

Religious education enables children to investigate and reflect on some of the most fundamental questions asked. At Star Primary School, we develop the children's knowledge and understanding of the major faiths, and address fundamental questions concerning, for example, the meaning of life and the existence of divine spirit. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. RE at Star brings together the processes of learning, expressing and deploying skills around the study of religions and worldviews. Children learn about and express their views and appreciate those of others to also promote pupils' spiritual, moral, social, emotional, cultural and intellectual development. We prepare pupils to understand religious issues and complexities through which they can handle difference and diversity with confidence. At Star, we prepare children to thrive in the multicultural community of Newham.

Curriculum:

Article 2 The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or other status, whatever they think or say, whatever their family background.

Article 12 Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 14 Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 30 Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live

Core Strands:

EYFS

- celebrating special times, stories and what they tell us,
- identity and relationships.

KS1 & KS2

Systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism).

- Beliefs and teachings
- Practises and lifestyles
- How beliefs are conveyed
- Reflection and understanding of values



Curriculum Offer:

Intention	Implementation	Impact
<p>At Star we know our rights! Within the Religious Education curriculum children develop a deep understanding of self and identity, respect and tolerance through British values, and begin to challenge their thinking by posing bigger questions to themselves and others around them.</p> <p>RE at Star brings together the processes of learning, expressing and deploying skills around the study of religions and worldviews. RE consists of children expressing their views and appreciating those of others to also promote pupils' spiritual, moral, social, emotional, cultural and intellectual development</p> <p>We prepare pupils to understand religious issues and complexities through which they can handle difference and diversity with confidence.</p>	<p>At Star we follow the Newham Agreed Syllabus. Children feel safe in expressing their religious views as stated in Article 14 (UNICEF: Freedom of thought, belief and religion)</p> <ul style="list-style-type: none"> • Foundation Stage RE is taught through cross curricular links focusing on several themes: celebrating special times, stories and what they tell us, identity and relationships. • At Key Stage 1 and 2, there is a systematic study of Christianity and the other 5 principle religions in the UK (Buddhism, Hinduism, Islam, Judaism and Sikhism). • Our syllabus provides opportunities to teach all religions practiced within our school community including atheist and agnostic points of view. • Each year group is encouraged to visit a place of worship to enable real and hands on learning opportunities in RE. <p>Pupils are encouraged to think critically and raise fundamental questions about beliefs and values.</p>	<p>At Star, we prepare children to thrive in the multicultural community of Newham. Pupils are confident and resilient in their own religious beliefs simultaneously showing mutual respect and tolerance of those with different faiths. Pupils have developed and demonstrated skills and attitudes that allowed them to participate fully at school, in the local community.</p> <p>Pupils at Star are prepared to contribute positively to life in modern Britain.</p>
Enrichment		
<p>Children at Star Primary are given many enrichment opportunities as part of the wider RE Curriculum. Children have opportunities to go on many trips to visit places of worship and experience hands-on learning using artefacts and faith in speakers. Children also get opportunities to join the exploring faith through art after school club. RE Ambassadors share their RE knowledge with the whole school and contribute further to the development of RE. Children are encouraged to celebrate many religious events coming up as well take part in whole school RE projects and competitions.</p>		



Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and teachings	-Recognises and describes special times or events for family or friends	-Name some of the festivals of several religions -Describe some of the festivals of a world religion -Retell a religious story -Recall some of the teachings (e.g. 'special rules') of some religions	-Name some of the festivals of several religions and describe what happens -Explain some of the reasons why a festival/celebration happens -Retell a religious story and associate emotions and messages to it -Recall some of the teachings of some religions and compare these	-Present the key teachings and practices of a religion -Answer questions referring to the beliefs/teachings of a religion -Refer to an important religious figure when answering questions -Compare the similarities and differences in the teachings of different religions -Begin to identify the impact Jesus and Buddha have on a Christians and Buddhists life today developing religious vocabulary	-Present the key teachings and practices of several religions -Answer questions referring to the beliefs/teachings of several religions and make educated guesses when I don't know -Refer to the actions of religious figures and the words of religious texts when giving answers -Compare the teachings of different religions with some reference to figures/stories	-Give examples of key principles/teachings which are shared across several religions -Give examples of key principles/teachings which differ across different religions -Give examples of how religious beliefs 'shape' the lives of different people -Give examples of key principles/teachings which are shared across several religions with reference to text/stories	-Give examples of key principles/teachings which are shared across several religions -Explain different religious viewpoints and link them using quotations to a holy text -Give examples of how religious beliefs 'shape' the lives of different people -Apply the beliefs of different faiths to different situations and moral questions, using specific quotations from special religious books/stories



Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Practises and lifestyles	-Enjoys joining in with family customs and routines.	<p>-Name some world religions</p> <p>-Name some of the special things that happen in people's lives (births, marriages, deaths)</p> <p>-Recognise and correctly name several religious artefacts</p> <p>-Show and compare special things that happen in different families</p> <p>-Understand the importance of spiritual leaders</p>	<p>-Name most world religions</p> <p>-Name some of the places of worship and sacred texts of several religions</p> <p>-Recognise and correctly name several religious artefacts and sort them into categories</p> <p>-Share beliefs about creation</p> <p>-Understand the importance of spiritual leaders and identity other sources of religious guidance</p>	<p>-Name five world religions and their special places/ books</p> <p>-Identify several religious artefacts and what they are for</p> <p>-Explain the meaning of light: make connections between different religious festivals of light</p> <p>-Describe several places of worship and how they are used</p> <p>-Understand the importance of spiritual leaders and identity other sources of religious guidance</p>	<p>-Name all six world religions and their special places/ books</p> <p>-Identify several religious artefacts, what they are for and how they are used/stored</p> <p>-Describe places of worship and compare them</p> <p>-Understand the importance of spiritual leaders and identity other sources of religious guidance</p>	<p>-Explain major beliefs/practices of belonging to a faith community</p> <p>-Identify ways in which practices differ within faith groups (e.g. Factions)</p> <p>-Identify that there are different beliefs/opinions within a religion about lifestyle etc.</p> <p>-Understand the importance of spiritual leaders and identity other sources of religious guidance</p>	<p>-Identify ways in which practices differ within faith groups (e.g. Factions)</p> <p>-Begin to discuss and understand the difference between religion and culture</p> <p>-Identify why there are different beliefs/opinions within a religion about lifestyle and belief</p> <p>-Understand the importance of spiritual leaders and identity other sources of religious guidance</p>



Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How beliefs are conveyed	-Shows interest in different occupations and ways of life	-Name some special books and places -Ask questions about religions and other moral/spiritual aspects of life -Name some religious symbols and try to explain what some of them mean	-Name several religious symbols and explain what they mean -Ask questions about religions and other moral/spiritual aspects of life -Compare some of the practices that occur across religions, making statements about similarities and differences -Describe and make connections between different celebrations	-Respond to what is learnt through art, music and drama -Identify religious symbolism in artwork -Explain multiple religious symbols and comment on symbols which are important in many religions (e.g. Candles)	-Respond to what is learnt through art, music and drama using specific symbols -Identify religious symbolism in artwork and in stories/literature -Ask questions about religions using specific technical language and/or reference to specific practices, symbols or beliefs	-Respond to what is learnt through a variety of means (music, art, drama, ict, writing) -Give examples of some different ways people show their beliefs through external appearance -Give some different examples of how people show their beliefs through different actions, and give some examples relating to religious stories/figures -Present a number of ways in which people show the impact of their beliefs in God, thoughtfully between different types of beliefs	-Respond to what is learnt through a variety of means (music, art, drama, ict, writing), selected appropriately -Give examples of some different ways people show their beliefs through actions and appearance -Make some references to the roles and duties of religious leaders in several religions, including examples -Interpret different sources of religious belief (books, teachers, tradition) and how they affect behaviour, including the possibility for differences in interpretations



Curriculum Progression - Core Content							
Focus	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reflection and understanding of values	- They know about similarities and differences between themselves and others, and among families, communities and traditions.	- Understand different people follow different religions and be respectful about this - Explain how actions might affect others - Tell people about own beliefs and choices made - Interpret a story/quotation two different ways, giving examples of different lessons learned - Talk about what is important to you and to others with respect for their feelings	- Understand different people follow different religions and be respectful about this - Explain how actions might affect other giving examples. - Understand the concept of 'morals'. - Identify some of the choices made in life and why these are important - Interpret a story/quotation two different ways, giving examples of different lessons learned.	- Understand that religious beliefs affect people's actions and attitudes - Discuss and give opinions on stories involving moral 'problems' or dilemmas - Write a story about good and bad characters, where there is a moral lesson learnt by more than one character explaining what has been learnt. - Attempt to answer some philosophical questions - Interpret a story/quotation two different ways, giving examples of different lessons learned.	- Understand that religious beliefs affect people and communities' actions and attitudes and give examples - Discuss and give opinions on stories involving moral 'problems' or dilemmas, including questions without a 'yes or no' answer - Comment on why a religious figure may have acted the way that he/she did - Provide resolutions to moral problems - Describe some of the things that connect religious people in a community - Interpret a story/quotation two different ways, giving examples of different lessons learned.	- Recognise and express own views in relation to religion, whilst being respectful about others' views - Explain what is inspirational about a person's life and how their actions are connected to their faith - Create a piece of art that relates/represents thoughts and beliefs - Explain own ideas about ultimate questions (e.g. Where did we come from? What is the meaning of life?) - Ask questions about what teachings are important and show how these might be put into action through art/ drama - Show an awareness of morals that goes beyond the idea of 'rules' - Interpret a story/quotation two different ways, giving examples of different lessons learned.	- Recognise and express own views in relation to religion, whilst being respectful about others' views - Explain own ideas about ultimate questions and show understanding of why others' views may differ - Show an awareness of morals that goes beyond the idea of 'rules' or a fear of punishment/ hope of reward - Ask questions about things that are important around life and death and suggest answers - Interpret a story/quotation two different ways, giving examples of different lessons learned.

In the Classroom						
	Human Rights	Media Mayhem	The Earth Our Home	Express Yourself	Global Treasures	Healthy Hearts
EYFS	Follows Development matters					
Year One	How do you live well with family and friends?	How do Christians celebrate Christmas?	How do you belong to Sikhism?	How do you belong to Hinduism?	How do you belong to Christianity?	How do you belong to Islam?
Year Two	How did the world begin?	Why did Jesus tell stories?	Why do some people celebrate Kwanzaa?	How do we know Easter is coming?	Why do some people fast and eat special foods?	Why are different books special for different people?
Year Three	What does art tell us about Christian and Muslim beliefs?	What is the significance of light in religion?	How and why do Hindus celebrate Holi?	How do Jews celebrate their beliefs at home and in the synagogue?	How are special symbols used in Sikhism?	How did Jesus and Buddha make people stop and think?
Year Four	What makes me the person I am?	Why is the bible special for Christians?	How and why do Hindus worship at home and in the Mandir?	Why is Easter important to Christians?	What happens when someone gets married?	What religions are represented in our neighbourhood?
Year Five	What does it mean to be human? (Animal lawcase)	How is Christmas celebrated around the world?	What inner forces affect how we think and behave?	Why is Muhammed and the Qur'an important to Muslims?	What do different religions believe about God?	How do Christians try to follow Jesus' example?
Year Six	What similarities and differences to religions and world views share?	What qualities are important to religious leaders?	What do people believe about life after death?	What are the sources for what happened on the first Easter Sunday?	How do Christians express their faith through art?	How do different religions and worldviews create celebrations?

