



# HORNCastle PRIMARY SCHOOL

## Subject Progression – Religious Education

<b>Purpose &amp; Aims</b>	<p>Religious Education (RE) provokes 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. It develops pupils' knowledge and understanding of Christianity, other principal religions, other religious traditions and other world views that offer answers to questions, including secular world views. It offers opportunities for personal reflection and spiritual development. It enhances pupils' awareness and understanding of religions and beliefs, teachings, practices and forms of expression, as well as of the influence of religion on individuals, families, communities and cultures. RE encourages pupils to learn from different beliefs, values and traditions (both religious and nonreligious) while exploring their own beliefs and questions of meaning. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. RE encourages pupils to develop their sense of identity and belonging. It enables them to flourish individually within their communities and as citizens in a pluralistic society and global community. RE has an important role in preparing pupils for adult life, employment and lifelong learning. It enables pupils to develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own. It promotes discernment and enables pupils to combat prejudice.</p> <p>RE contributes to the school curriculum by developing pupil's knowledge and understanding of, and ability to respond to religions around the world. The RE curriculum can be divided into two areas: learning about religions and learning from religions. This can be achieved through developing skills and response in expression, reflection, evaluation and application. RE is part of the curriculum for all pupils and it has equal standing in relation to the National Curriculum subjects. We aim to develop an awareness of the world, similarities and differences between religions and promote an understanding and respect for people of different faiths. RE is about promoting the child's self ie. encouraging their own personal awareness of their lives. It also considers spiritual, moral, social and cultural development, alongside personal, social, health and citizenship education. Importantly, RE does not impose religious beliefs on pupils, nor compromise the integrity of their own faith by promoting one religion over another. We believe that RE is a subject that celebrates religious and cultural diversity and challenges stereotypes.</p>		
<b>Curriculum Drivers</b>	<b>Community</b>	<b>Creative Thinking</b>	<b>Confident and Resilient Learners</b>
	<ul style="list-style-type: none"> <li>• Know that Britain has a rich tapestry of different faiths and beliefs.</li> <li>• Develop an understanding of the different beliefs of religions in the community and throughout the world.</li> <li>• Children will understand that it is good to be different and will become tolerant of other's ideas and beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Promoting questioning to consider their ideas about the meaning and purpose of life, their beliefs and how this affects the way I which they live their lives. .</li> <li>• Make connections between their beliefs and religions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why people have certain beliefs.</li> <li>• Children are able to discuss each religion beliefs and discuss why they believe.</li> </ul>
<b>EYFS</b>	<p>Religious Education (RE) in EYFS will prepare children for the multi-disciplinary approach. They will begin to understand the importance of the processes of explorations and reflection within their learning. Children will begin to explore the world of religion and belief in terms of themselves, special people, books, places and objects and our beautiful world. They listen to, and talk about, religious stories, which may raise interesting questions. They are introduced to specialist words and use their senses in exploring religious beliefs, practices and forms of expression.</p> <p>Children will begin to</p> <ul style="list-style-type: none"> <li>- Learn from other views, cultures and beliefs, supporting them in developing their views and beliefs about themselves, their family and community.</li> <li>- Learn about other views, cultures and beliefs, supporting them in developing positive attitudes towards them.</li> </ul> <p>By the end of Foundation Stage, most children will be able to:</p> <ul style="list-style-type: none"> <li>- Show sensitivity to others' needs and feelings</li> <li>- Understand the similarities and differences between themselves and others, and among families, communities and traditions</li> <li>- Understand the similarities and differences in relation to places, objects, materials and living things</li> </ul>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Areas	<p>God- Christianity believing</p> <p>Community – Christianity Living</p> <p>God-Islam believing</p> <p>Community – Islam living</p> <p>Places of worship</p>	<p>Being Human – Islam believing</p> <p>Life Journey – Islam living</p> <p>Being Human – Christianity believing</p> <p>Life Journey – Christianity living</p> <p>Thankfulness</p>	<p>God – Hinduism believing</p> <p>God – Islam believing</p> <p>God – Christianity believing</p> <p>In depth Study of Judaism</p>	<p>Community – Hinduism Living</p> <p>Community – Islam Living</p> <p>Community – Christianity living</p> <p>Pilgrimage</p>	<p>Being Human – Hinduism believing</p> <p>Being Human – Islam believing</p> <p>Being Human – Christianity believing</p> <p>In depth study of Sikhism.</p>	<p>Do you have to believe in God to be good?</p> <p>Life Journey – Hinduism/Islam Living</p> <p>Life Journey – Christianity Living</p>
Believing	<p>What do Christians learn and understand about God through Old Testament stories?</p> <p>One God who created the world (Genesis 1)</p> <p>God never gives up on people, story of Jonah and the Whale.</p> <p>What do stories in the New Testament tell Christians about Jesus?</p> <p>Jesus came to work with humans to try and fix what has been spoiled. Look at different stories told by Jesus: Good Samaritan, Lost Sheep etc</p> <p>How is Allah described in the Qur'an?</p> <p>One God (Tawid) created the universe in harmony.</p> <p>Follow a straight path ( shariah) to help keep the harmony.</p> <p>What do Muslims learn about Allah and their faith through the Qur'an?</p> <p>Study of the Qur'an to enable them to follow the shariah.</p>	<p>What does the Bible say about how Christians should treat others and live their lives?</p> <p>Humans are created by God in his image, to look after God's creation and love their neighbour. Study of some of the Gospels: The Good Samaritan, Lost Son, Lost Sheep (Check what is covered in Year 1 God-Christianity unit)</p> <p>How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p> <p>Mary, Peter and Paul who live like this.</p> <p>What does the Qur'an say about how Muslims should treat others and live their lives?</p> <p>Akhlaq – making good choices to keep creation in harmony.</p> <p>How can Muslim faith be seen in the actions of inspirational Muslims?</p> <p>Look at the stories about the prophets: Ibrahim, Nuh, Musa, Isa, Muhammad.</p>	<p>How are deities and key figures described in Hindu sacred texts and stories?</p> <p>Lakshmi, Hanuman, Ganesh</p> <p>What might Hindus understand about the Divine through these stories?</p> <p>What is the purpose of visual symbols in the mandir? Lotus flower.</p> <p>What do the main concepts in Islam reveal about the nature of Allah?</p> <p>Iman and ibadah</p> <p>What is the purpose of visual symbols in a mosque?</p> <p>Qibla, minaret, minbar, prayer mats and facilities for wadu</p> <p>How do symbols in the Bible help Christians relate to God?</p> <p>What do symbols in the story of Jesus' baptism reveal about the nature of God?</p> <p>Trinity-three- in- one</p> <p>What visual symbols and symbolic acts can be seen in a Christian church?</p> <p>Holy communion</p> <p>How might language within worship express Christian beliefs?</p> <p>Language of blessings, language of hymns used on Trinity Sunday.</p>		<p>In what ways does the Bible teach Christians to treat others?</p> <p>10 commandments</p> <p>How is this expressed in practice?</p> <p>The ways in which beliefs impact on action: expectations of behaviour, ways in which people act, examples of contemporary individuals.</p> <p>Look at Christian Aid, street pastors Archbishop of Canterbury etc.</p> <p>How do Hindus reflect their faith in the way they live?</p> <p>Satsang(togetherness)- the importance of family, community and society in thinking of one's dharma (duty).</p> <p>What is karma and how does it drive the cycle of samsara?</p> <p>How might a Hindu seek moksha?</p> <p>What does the Qur'an teach Muslims about how they should treat others?</p> <p>How do Muslim teachings guide the way Muslims act in the world?</p> <p>Hadith- the collections of teachings to provide guidance on how to follow the straight path (shariah)</p>	

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Living	<p>What do Christians do to express their beliefs?</p> <p>Look at practices in Church: prayer, Bible study, worship.</p> <p>Welcoming people into the Christian Community - Baptism</p> <p>Which celebrations are important to Christians? How do they celebrate?</p> <p>Look at Christmas, Easter and Pentecost.</p> <p>What do Muslims do to express their beliefs?</p> <p>Worship (ibadah) prayer 5 times a day.</p> <p>Which celebrations are important to Muslims?</p> <p>Look at the key practices of Eid ul-Fitr &amp; Eid uladha</p>	<p>What do Muslims to celebrate birth?</p> <p>Ummah is the giving thanks for a baby, Adhaan whispered into the ear of the baby. The aqiqah performed when the baby is 7 days old.</p> <p>What does it mean to belong and why does it matter to belong?</p> <p>All Muslims working together to follow the shariah.</p> <p>What do Christians do to celebrate birth?</p> <p>Service of thanksgiving or a Baptism .</p> <p>What does it mean to belong and why does it matter to belong?</p> <p>How it feels belong and how it feels when you feel like you don't belong, relate to the children's experiences.</p>		<p>How is Christian belief expressed collectively?</p> <p>How does Christian worship and celebration build a sense of community?</p> <p>Communal events: Holy Communion, regular worship and rites of passage.</p> <p>How is Hindu belief expressed personally and collectively?</p> <p>Worship at home and in the mandir</p> <p>How does Hindu worship and celebration build a sense of community?</p> <p>Arti the giving of money for the upkeep of the mandir.</p> <p>Diwali- the story of Rama and Sita.</p> <p>How is Muslim worship expressed collectively?</p> <p>Focus on 4 of 5 pillars. Hajj covered in Pilgrimage.</p> <p>How does Muslim worship and celebration build a sense of community?</p> <p>Mosque at the centre of community.</p>		<p>How do Christians show they belong?</p> <p>Rites of passage: birth, initiation, marriage and death.</p> <p>How do Hindus show they belong?</p> <p>Samskaras: rites of passage: birth, initiation, marriage and death.</p> <p>How do Muslims show they belong?</p> <p>Rites of passage: birth, marriage and death.</p>
Believing, living and thinking	<p>Places of worship: Focus on 3 features or symbols within Christianity, Islam, Buddhism, Hinduism and Judaism.</p>	<p>Thankfulness: Look at Harvest in Christianity, Look at Judaism in more detail: Key beliefs, key people, key texts, pace of worship (covered in year 1), Key festivals; Passover and Sukkot.</p>	<p>In depth study of Judaism:</p> <p>Look at the key beliefs, practices, festival and symbolism</p>	<p>Pilgrimage: What is pilgrimage? What does pilgrimage involve?</p> <p>Look at religious and non-religious.</p> <p>Jerusalem for Christians, Jews and Muslims.</p> <p>Focus on at least 2 Christian pilgrimages.</p> <p>Hinduism- the Kumbh Mela</p> <p>Islam- Hajj</p>	<p>In depth study of Sikhism:</p> <p>Look at the key beliefs, practices, festival and symbolism. (see long term plan for more detail)</p>	<p>Do you have to believe in God to be good?</p> <p>Look at religions/beliefs where there is no good such as Buddhism and Humanism.</p>