

Religious Education Curriculum Intent – Progression Skills

Religious Education - Primary Curriculum

Subject Intent Statement: (taken from the Bedfordshire Agreed Syllabus for RE 2018-23 which is followed by all primary schools in the pyramid)

The principal aim of RE is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting their own ideas and ways of living.

To achieve this principal, aim the syllabus is built upon a threefold aim to ensure all pupils can do the following: -

1. Make sense of a range of religious and non-religious beliefs.
2. Understand the impact and significance of religious and non-religious beliefs.
3. Make connections between religious and non-religious beliefs, concepts, practices, and ideas studied.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Key knowledge <u>What do Christians believe God is like?</u> That the Bible tells us about what God is like.</p> <p>How Christians show that God loves them, focus on praising God.</p> <p>Understanding of why Christians pray.</p> <p>Recognize that stories about Jesus' life can be come from the Gospels in the Bible.</p> <p><u>Why does Christmas matter to Christians? How and why do we celebrate special times?</u></p> <p>New vocabulary, including Incarnation</p> <p>The nativity story. How this impacts on Christian beliefs.</p> <p>Christmas means different things to Christians and non-Christians</p> <p>Advent</p> <p><u>Who is a Muslim? What do they believe and how do they live?</u></p> <p>Learn stories about the Prophet Muhammed.</p>	<p>Key Knowledge <u>How and why do we celebrate significant times? What makes some celebrations sacred to believers?</u> Know about 3 religious celebrations (e.g. Harvest, Eid and Pasach)</p> <p>Understand the religious beliefs that link to festivals</p> <p>Understand that religious festivals impact on families and communities</p> <p><u>What can we learn from sacred books and stories?</u> Know the importance of a sacred text, that they contain stories and how these texts are treated with respect.</p> <p>Understand the 'hidden meaning' or moral in the stories in sacred texts</p> <p>Link the stories in sacred texts to values and morals</p> <p>Key beliefs are found in stories from sacred books.</p> <p><u>How do we show care for others? Why does it matter?</u></p> <p>The value of all people – relate to Sacred texts and the Golden Rule</p> <p>Stories in sacred texts show the people care for each other.</p> <p>Examples from religious communities of serving others.</p>	<p>In the Bedfordshire Agreed Syllabus 2018-2023 Year 3 and 4 fall under Lower Key Stage 2 – the topics are not ascribed to different year groups and different schools have allocated these topics according to the needs and makeup of their school population. Therefore, the following will be covered before the end of year 4.</p> <p>Key Knowledge: <u>Where, how and why do people worship? (Muslims, Jewish people, Christians)</u></p> <p>Know the key actions, features and artefacts that help people of different religions worship.</p> <p>Texts used for people in worship</p> <p>How worship can bring peace and comfort, and how believers value this.</p> <p>Links between sacred texts and how people worship today.</p> <p><u>Why do some people think life is like a journey? How and why do people mark the significant events of life?</u></p> <p>Pupils can describe ceremonies for different faiths and use their prior knowledge to describe their significance.</p> <p>To understand the metaphor 'life is a journey and know that life has significant milestones for religious and non-religious people.</p> <p><u>What is the Trinity and why is it important to Christians?</u></p> <p>Know about Gospels and the type of stories they hold</p> <p>Texts about baptism and trinity, and what they mean, and how they link to Christians today</p> <p>How Christians show their beliefs about God the Trinity in worship and in how they live their life</p> <p><u>What kind of world did Jesus want?</u></p> <p>Know stories about the life of Jesus from the gospels</p>	<p>Key Knowledge</p> <p><u>RE-introduction</u> <i>Not part of Agreed Syllabus</i></p> <p><u>Hinduism: U2.7: What helps Hindu people as they try to be good?</u></p> <p>Make sense of belief: Identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma.</p> <p>Understand the impact Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p> <p>Make connections make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus reflect on and articulate what impact belief in karma and dharma might have on</p>	<p>Key Knowledge:</p> <p><u>Islam: U2.8: How is faith expressed in Islam?</u></p> <p>Make sense of belief Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad* as the Messenger, the Qur'an as the message). Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad).</p> <p>Understand the impact Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art). Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make connections Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Bedfordshire today. Consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims.</p>	

<p>New vocabulary linked to Muslim faith.</p> <p>Recognize the words of the Shahadah and that this is import to Muslims</p> <p>Key Muslim beliefs about God found in the Shahadah and 99 names of Allah</p> <p><u>Why does Easter matter to Christians?</u> How the Easter story links to the ideas of New life.</p> <p>Key vocabulary including salvation, incarnation and resurrection.</p> <p>How Christian show their beliefs through worship at Easter.</p> <p><u>What makes some places significant? What makes some places sacred to believers?</u></p> <p>Know about church and synagogue and what people do there.</p> <p>Name objects/symbols from places of worship.</p>	<p>Examples of inspirational people such as Mother Theresa or Doctor Barnado who served others.</p> <p><u>How do we show we care for the Earth? Why does it matter?</u></p> <p>Stories and texts about the wonderful world such as the Jewish and Christian creation story in Genesis 1.</p> <p>Khalifah – the Islamic belief that humans have a responsibility to look after the Earth.</p> <p>Tikkun Olam- the Jewish idea of repairing the world.</p> <p>Know threats to the environment and ways to address these.</p> <p>Harvest and thanksgiving.</p> <p><u>Who is an inspiring person? What stories inspire Christian, Muslim and/or Jewish people?</u></p> <p>Identify people from different religions that are admired as good followers of God.</p> <p>Know some stories told by and about special people</p> <p>Understand that some people inspire others and know characteristics that inspire others</p> <p>Know how leaders are admired in different religions.</p> <p><u>What is the 'good news' Christians believe Jesus brings?</u> Know that stories from the Bible link with the concept of 'gospel' or good news.</p> <p>The Bible instructs people on how to behave.</p>	<p>Know who the disciples were and link to Christians as disciples today</p> <p>Know how Jesus treated outcasts, linking this to how Christians act today</p> <p><u>How do festivals and family life show what matters to Jewish people?</u> To know Jewish beliefs about God and how the Exodus story is significant for Jews.</p> <p>Links between Jewish beliefs and how Jews live and how they worship</p> <p>The ten commandments</p> <p>How the past has affected Jews and the importance of looking forward</p> <p><u>Why do Christians call the day Jesus died 'Good Friday'?</u> To understand the Christian concept of salvation.</p> <p>The events of Holy weeks and what each one means to Christians.</p> <p>Links between the Gospels account of Holy Week and how Christian mark this week</p> <p>To understand why Christian called the day Jesus died 'good Friday'</p> <p><u>How is faith expressed in Hindu communities and traditions?</u> Identify key terms.</p> <p>Key Hindu traditions, beliefs and values</p> <p>Know how Hindu's show their faith</p> <p><u>How is faith expressed in Sikh communities and traditions?</u> Key Sikh traditions, beliefs and values</p> <p>Examples of Sikh texts, and how this links to care and food for others in need</p> <p><u>How do festivals and worship show what matters to Muslims?</u> Beliefs about God in Islam.</p> <p>How beliefs in God link to ibadah (worship), and descriptions of how Muslims worship in a range of ways</p> <p>The value of self-control and submission in Muslims,</p> <p>The idea of living on harmony with the creator and link to living in harmony with each other.</p> <p><u>For Christians what was the impact of Pentecost?</u> To know the story and meaning of Pentecost and make links between this and beliefs of Kingdom of God on earth.</p>	<p>individuals and the world, recognising different points of view</p> <p><u>Justice and Poverty - U2.9: Justice and poverty: why does faith make a difference?</u></p> <p>Make sense of belief Explain beliefs and teachings about justice from Christian and Muslim texts. Compare their ideas about justice and fairness with those studied in Islam and Christianity.</p> <p>Understand the impact Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity. Describe clearly examples of the impact of charitable work in the world today. Explain some differences between the two charities.</p> <p>Make connections Raise questions about charity, justice and the impact of religion and beliefs, suggesting answers. Explain the importance of the idea that God loves justice and is just to Muslims and Christians. Express their own ideas about justice.</p>	<p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p> <p><u>Inspiring Others. U2.4: How and why do some people inspire others?</u></p> <p>Make sense of belief Explain beliefs about how inspirational people can bring believers closer to God. Describe examples of texts or quotes which explain what an ideal way of life might be. Compare about different inspiring leaders from different religions.</p> <p>Understand the impact Make clear connections between belief about living a good life and the leaders they study. Give examples of the impact of faith on life. Explain differences between leaders from different religions.</p> <p>Make connections Raise questions about the concept of 'inspirational people', suggesting good answers. Explain the importance of role models from different religions Express their own response to the inspiring lives they have studied.</p> <p><u>Christianity/Humanism U2.3: Values: what matters most to Humanists and Christians?</u></p> <p>Make sense of belief Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist). Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen'; Humanists saying people can be 'good without God', and exist without a designer).</p> <p>Understand the impact</p>
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	<p>Learn stories that promote forgiveness and peace</p>	<p>To learn what Pentecost means to Christians today To know what Christians, mean by 'the Holy Spirit'</p> <p><u>What are the deeper meanings of festivals?</u> <u>(Muslims, Jewish people, Hindus, Sikhs, non-religious celebrations)</u> Know about religious festivals, how they are celebrated, and link to texts and stories.</p> <p>Know the key values in festivals and how people show devotion and commitment to them.</p> <p>To know and make links between different festivals that celebrate the triumph of good over evil.</p> <p><u>How and why do people try to make the world a better place?</u> <u>(Christians, Muslims, Sikhs, non-religious people)</u> Know why the world is not always a good place, linking to Christian idea of sin.</p> <p>Know examples of how people live their lives, and how people put their beliefs into action</p>			<p>Make clear connections between Christian and Humanist ideas about being good and how people live. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Make connections Raise important questions and suggest answers about how and why people should be good make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>
<p>Key Skills Recognize and name features of religions and beliefs</p> <p>Recall features of religious, spiritual and moral stories and other forms of religious expression</p> <p>Give a reason for the ideas they have and the connections they make</p> <p>Identify what they find interesting and puzzling in life</p> <p>Recognize symbols and other forms of religious expression</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p>	<p>Key Skills Identify how religion and belief is expressed in different ways</p> <p>Identify similarities and differences in features of religions and beliefs</p> <p>Ask questions about their own and others' feelings and experiences</p> <p>Identify possible meanings for symbols and other forms of religious expression</p> <p>Retell religious, spiritual and moral stories</p> <p>Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories</p> <p>Ask and suggest answers to questions arising from their learning about holy books</p> <p>Think, talk and ask more complex questions such as questions about what difference believing in God</p>	<p>Key Skills: Year 3 Identify similarities and differences between religions and beliefs</p> <p>Investigate and connect features of religions and beliefs</p> <p>Identify the impacts of beliefs and practices on people's lives</p> <p>Make links between beliefs, stories and practices</p> <p>Ask significant questions about religions and beliefs</p> <p>Describe and suggest meanings for symbols and other forms of religious expression</p> <p>Make links between religious texts and festivals celebrated today.</p> <p>Make connections between religious beliefs and teaching and making the world a better place.</p>	<p>Key Skills: Year 4</p> <p>Comment on connections between questions, beliefs, values and practices</p> <p>Describe the impact of beliefs and practices on individuals, groups and communities</p> <p>Explain examples of texts and stories which lie behind religious festivals in terms of the values and beliefs they show</p> <p>Suggest meanings for a range of forms of religious expression, using appropriate vocabulary and evidence drawn from prior study</p> <p>Describe similarities and differences within and between religions and beliefs</p> <p>Gather, select, and organize ideas about religion and belief</p>	<p>Key Skills:</p> <p>Y5 Making sense of belief: Belief. Recall, remember, name and talk about simple beliefs, stories and festivals. Belief. Identify beliefs, describe them simply, give examples and suggest meanings. Belief. Describe beliefs and concepts, connecting them to texts, suggesting examples</p> <p>Y5 Understand the impact: Impact. Observe, notice and recognise simple aspects of religion in their own communities. Impact. Give examples of what difference it makes to belong to and believe in a religion. Impact. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship.</p> <p>Y5 Make connections: Connections. Begin to find out about and link religions and beliefs.</p>	<p>Key Skills:</p> <p>Y6 Making sense of belief: Belief. Describe beliefs and concepts, connecting them to texts, suggesting examples Belief. Explain and give meanings for core texts and beliefs, comparing different ideas. Belief. Explain important beliefs reasonably, describing different interpretations.</p> <p>Y6 Understand the impact: Impact. Connect stories, teachings, concepts and texts with how religious people live, celebrate and worship. Impact. Use evidence and examples to show how and why beliefs make a difference to life. Impact. Use evidence and reasoning to show how and why beliefs and moral values are put into action today.</p> <p>Y6 Make connections: Connections. Suggest and link questions, including your own ideas</p>

	<p>makes to how people treat the natural world</p> <p>Recognize that some questions about life are difficult to answer</p>	<p>Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas</p>	<p>Suggest answers to some questions raised by the study of religions and beliefs</p> <p>Consider questions about the belief that God is at work in human life.</p>	<p>Connections. Think, talk and ask questions about religion and belief for themselves.</p> <p>Connections. Suggest and link questions, including your own ideas about the differences religion makes.</p>	<p>about the differences religion makes.</p> <p>Connections. Connect their own reflections and views to the religions and beliefs they study, developing insights.</p> <p>Connections. Respond reasonably to the challenges raised by religions and beliefs with coherent views and connections of your own.</p>
<p>Key Vocabulary God, Christian, Bible, incarnation, nativity, salvation, resurrection, Holy Week, advent, parable, Allah, Mohammed, prophet, Muslim, Qur'an, Shahadah, Iman, five pillars, mosque, Mezuzah, Shema, Hanukkah, Pesach, Shabbat, Sukkot, Torah, synagogue, scrolls, holy, crucifix, font, lectern, icons, ark, Ner Tamid, Tallit, kippah, calligraphy, minibar, mihrab, muezzin</p>	<p>Key Vocabulary Revisit vocabulary from year 1 plus: - Festivals, Diwali, Holi, Eid-ul-Fitr, faith, celebration, remembrance, symbol, Yad, sacred, respect, creator, Golden Rule, charity, zakah, tzedakah, Sewa, Khalsa Aid, Khalifah, Tikkun Olam, Tu B'shevat, Harvest, Revelation, Commandment, Patriarch, Lord, gospel, forgiveness, confession, peace</p>	<p>Key Vocabulary: Use and apply vocabulary introduced in Key Stage 1 plus: -</p> <p>Lower KS2: Worship, community, pilgrimage, church, mandir, mosque, gurdwara, Eucharist, puja, langar, spiritual, milestone, ritual, baptism, communion, confession, Bar/Bat Mitzvah Humanist, commitment, marriage, Trinity, Holy Spirit, Saviour, Creator, disciple, leper, sin, obedience, penalty, Palm Sunday, Good Friday, Easter Sunday, Rosh Hashanah, Yom Kippur, shofar, tashlich, Day of Atonement, repentance, deliverance, Seder, Passover, Pesach, Sanatan Dharma, Bhagavad Gita, Aum symbols, mutis, prashad, Lakshmi, Navarati, Durga Puja Sikh, Waheguru, guru, Adi Granth, Khalsa, Amritsar, Ramadan, Islam, tawhid, salah, ibadah, Pentecost, generosity, service</p>	<p>Key Vocabulary: See topic outlines</p>	<p>Key Vocabulary: See topic outlines</p>	

