



# Lunt's Heath Primary School

## RE Curriculum Progression and Statutory Requirements

| Lunt's Heath Primary School<br>RE Curriculum Progression 2024-2025 |  |   |  |  |   |   |
|--|--|---|--|--|---|---|
|  | Autumn   |   | Spring   |  | Summer  |   |
| EYFS: Why are some things special?                                 | <b>Harvest</b><br>Special times:<br>How and why do we celebrate?<br>What times are special to different people and why?  | <b>Diwali</b><br><b>Special times:</b><br><b>How and why do we celebrate?</b><br>What times are special to different people and why?  | New Beginnings in other religions<br>Special stories:<br>Why are some stories special?<br>What special messages can we learn from stories?   | <b>Easter</b><br>Special stories:<br>Why are some stories special?<br>What special messages can we learn from stories?   | Special places: What buildings and places are special to different people?<br><br><i>St Luke's Church visit</i>   | What is special about our world?  |
| Year 1<br>What do people say about God?                            | <b>Why do Christians say that God is a 'Father'?</b><br><br><b>Christianity (God)</b><br>Know that Christians use of the term 'father' to address God, especially in prayer, and why Christians might compare God to a loving parent.  | <b>Why is Jesus special to Christians?</b><br><br><b>Christianity (Jesus)</b><br>Talk about the Christmas nativity story and why Jesus is believed to be a special baby.  | <b>How might beliefs about creation affect the way people treat the world?</b><br><b>Islam</b><br>Know that Muslims believe in one God (Allah). Talk about how Islam teaches that humans should be caretakers of the planet. | <b>Why might some people put their trust in God?</b><br><b>Judaism</b><br>Explore Jewish beliefs about God and why religious people put their trust in God and how this might be expressed. Investigate the festival of Sukkot.<br><i>Liverpool Synagogue Trip</i> | <b>What do Hindus believe about God?</b><br><br><b>Hindu Dharma</b><br>Know that Hindus believe in one God (Brahman) who can be understood and visualised in many forms.                                    | <b>How might some people show that they 'belong' to God?</b><br><b>Christianity (Church)</b><br>Talk about how the rite of baptism shows that Christians belong to Gods' family - the Church.     |
| Year 2<br>How do we respond to the things that really matter?      | <b>How might people express their devotion?</b><br><b>Hinduism</b><br>Suggest ways that Hindus might express their devotion to God through worshipping the deities and why.<br><i>Hinduism Workshop</i>  | <b>Why do Christians say that Jesus is the 'Light of the World'?</b><br><b>Christianity (Jesus)</b><br>Describe the tradition of Christingle and explain how light is used in Advent.   | <b>Does how we treat the world matter?</b><br><b>Christianity (God)</b><br>Suggest ways that Christians might express their concern for the natural world. Retell the creation story in Genesis 1.                           | <b>Why do Muslims believe it is important to obey God?</b><br><b>Islam</b><br>Talk about the significance of prayer as one of the Five Pillars of Islam.   | <b>What unites the Christian community?</b><br><b>Christianity (Church)</b><br>Revisit and identify the core beliefs and symbols of Christianity.   | <b>What aspects of life matter?</b><br><b>Judaism</b><br>Describe how God is worshipped through celebrations- Hannukah.   |
| Year 3<br>Who should we follow?                                    | <b>How (and why) have some people served God?</b><br><b>Christianity (Jesus)</b><br>Identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) and suggest why these prophets chose to listen to and follow God.                   | <b>Why is the Prophet Muhammad an example for Muslims?</b><br><b>Islam</b><br>Describe and give reasons for the Islamic practice of Zakat. Suggest why charity might be important to a Muslim.<br><i>Muslim Workshop</i>          | <b>What does it mean to be a disciple of Jesus?</b><br><b>Christianity (God)</b><br>Suggest why people who became disciples decided to follow Jesus. Describe the qualities of a good leader.                                | <b>What do Christians mean by the Holy Spirit?</b><br><b>Christianity (Church)</b><br>Describe how and why Pentecost is celebrated.<br>Celebrate individual skills, talents and qualities.   | <b>Why are the Gurus important to Sikhs?</b><br><b>Sikhism</b><br>Suggest how and why Sikhs might show commitment to their faith. Describe how and why the Guru Granth Sahib is treated with great respect. | <b>Why is family an important part of Hindu life?</b><br><b>Hindu Dharma</b><br>Suggest the impact of belief in dharma. Explain family roles in the story of Rama and Sita.                       |
| Year 4<br>How should we live our lives?                            | <b>What might a Hindu learn from celebrating Diwali?</b><br><b>Hinduism</b><br>Describe what moral guidance Hindus might gain from the story of Rama and Sita. Diwali- Explain the deeper meaning of festival celebrations. Reflect on the symbolism of light within all human cultures. | <b>How and why might Christians use a Bible?</b><br><b>Christianity (Bible)</b><br>Describe why some Christians might view the Bible as an important source of authority and moral guidance, with examples of different writings. | <b>How do Sikhs express their beliefs and values?</b><br><b>Sikhism</b><br>Explain the symbolism of the 5Ks. Explain Sikhs principles of a life of religious, moral and social commitment.<br><i>Sikhism Workshop</i>        | <b>Is a sacrifice an important part of religious life?</b><br><b>Christianity (Jesus)</b><br>Explain agapé (selfless love for others). Reflect on the sacrifices that Jesus made in the Easter story.  | <b>Why do Muslims fast during Ramadan?</b><br><b>Islam</b><br>Understand the submission to Allah and service to God through charitable life and actions in greater depth.                                   | <b>What does 'love your neighbour' really mean?</b><br><b>Christianity (Church)</b><br>Retell some of the main parables of Jesus and explain how and why these might be important for Christians. |

Appreciate~Aspire~Achieve



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| <p>Year 5<br/><b>Where can we find guidance about how to live?</b></p> | <p><b>Why is it sometimes difficult to do the right thing? Christianity (God)</b><br/>Explain Christian beliefs and teachings about sin and temptation and the importance of forgiveness.</p>  | <p><b>Why is the Quran so important to Muslims? Islam</b><br/>Describe and explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets. Talk about how the Qur'an is a source of guidance in everyday life.</p> | <p><b>Do people need laws to guide them? Judaism</b><br/>Explain the importance of the Torah. Make links to prior learning of the Story of Moses.<br/><br/><i>Judaism Workshop</i></p>  | <p><b>What do we mean by a miracle? Christianity (Jesus)</b><br/>Build on prior learning about the incarnation. Understand and explain the importance for many Christians in the resurrection of Jesus.</p>  | <p><b>How do people decide what to believe? Christianity (Church)</b><br/>Identify the beliefs contained within the Apostle's Creed. Describe what Christians mean when they talk about one God in Trinity.</p> | <p><b>What might Hindus learn from stories about Krishna? Hindu Dharma</b><br/>Describe and explain a variety of ways that Hindus might celebrate the festival of Holi. Consider whether there are links between the 'truths' and values revealed in the story of Rama and Sita.</p> |
| <p>Year 6<br/><b>Is life like a journey?</b></p>                       | <p><b>How do Christians mark the turning points on journey of life? Christianity (God)</b><br/>Consider different dominations reflecting upon the importance of child baptism, confirmation and adult baptism. Demonstrate a self-awareness of own personal development by considering own life journey.</p> | <p><b>Is there one journey or many? Hindu Dharma</b><br/>Build on prior learning about the concept of 'dharma'. Describe Hindu beliefs about the cycle of life, death and rebirth.</p>  | <p><b>What is Hajj and why is it important to Muslims? Islam</b><br/>Explain the importance of the Ummah for Muslims and that this is a community of diverse members. Reflect on the personal journey a Muslim will make both physically and spiritually.</p> | <p><b>Why do Christians believe Good Friday is 'good'? Christianity (Jesus)</b><br/>Explain how and why Christian individuals and communities might celebrate the events of Holy Week. Use religious vocabulary to describe and explain the Eucharist.<br/><br/><i>Liverpool Anglican and Metropolitan Cathedrals Trip</i></p> | <p><b>What do we mean by a 'Good life'? Buddhism</b><br/>Reflect on how the teachings of the Four Noble Truths and the Eightfold Path impact the spiritual journeys and daily lives of Buddhists.</p>           | <p><b>If life is like a journey, what's the destination? Christianity (Church)</b><br/>Explain how the act of confessing sins and seeking reconciliation and forgiveness restores relationships with others and with God.</p>  |



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### Purpose and Aims

#### Purpose

*'To support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' - exploring answers offered by religion and belief.'*

The RE curriculum is balanced and broadly based, and promotes the spiritual, moral, cultural, mental and physical development of pupils, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life

All pupils will study Christianity throughout their years in schools. Other religious traditions represented in Great Britain will also be studied, in line with the requirements of the syllabus for breadth; depth and progression in learning.

The Lancashire Field of Enquiry for RE lies at the heart of the syllabus with its central question 'what does it mean to be human?' Pupils will progress in RE with regard to the exploration of shared human experience, beliefs and values, living religious traditions and the search for personal meaning.

#### Aims

The curriculum for RE aims to ensure that all pupils:

##### **1. Know about and understand a range of religions and worldviews, so that they can:**

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals;
- identify, investigate and respond to questions posed, and responses offered by some of the sources of wisdom found in religions and worldviews; and
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

##### **2. Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:**

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues; and
- appreciate and appraise varied dimensions of religion or a worldview.

##### **3. Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:**

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all; and
- articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

*('Review of Religious Education in England', RE Council of England and Wales, Oct 2013 p.14).*



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## EYFS

### Religious Education Knowledge and Skills

|  |   |
|--|---|
| <p style="text-align: center;"><b>Personal, Social and Emotional Development – Reception</b></p> <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Think about the perspectives of others.</li> </ul><br><p style="text-align: center;"><b>Personal, Social and Emotional Development – ELG<br/>Building Relationships</b></p> <ul style="list-style-type: none"> <li>Show sensitivity to their own and others' needs.</li> </ul> | <p style="text-align: center;"><b>Understanding the World – Reception</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul><br><p style="text-align: center;"><b>Understanding the World – ELG<br/>Past and Present</b></p> <ul style="list-style-type: none"> <li>Talk about the lives of the people around them and their roles in society.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> |
| <p style="text-align: center;"><b>Understanding the World – ELG<br/>People and Communities</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>  |   |

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| UTW-RE | <p>Harvest</p> <p>Special times: How and why do we celebrate? What times are special to different people and why?</p> | <p>Diwali</p> <p>Special times: How and why do we celebrate? What times are special to different people and why?</p> | <p>New Beginnings in other religions</p> <p>Special stories: Why are some stories special? What special messages can we learn from stories?</p> | <p>Easter</p> <p>Special stories: Why are some stories special? What special messages can we learn from stories?</p> | <p>Special places: What buildings and places are special to different people?</p> <p>St Luke's Church visit</p> | <p>What is special about our world?</p> |
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| Lancashire<br>Field of<br>Enquiry                                  | Beliefs and Values   | Living Religious Traditions  | Shared Human Experience  | Search for Personal Meaning  |
|--|--|--|--|--|
|  | Knowing about and understanding religions and world views  |  | Expressing and communicating ideas related to religions and world views  |  |
| <b>Year 1: What do people say about God?</b>                       | Give an example of a key belief and/or a religious story<br>Give an example of a core value or commitment  | Use some religious words and phrases to recognise and name features of religious traditions<br>Talk about the way that religious beliefs might influence the way a person behaves  | Notice and show curiosity about people and how they live their lives   | Ask questions  |
| <b>Year 2: How do we respond to the things that really matter?</b> | Retell and suggest meanings for religious stories and/or beliefs<br>Use some religious words and phrases when talking about beliefs and values   | Identify and describe how religion is expressed in different ways<br>Suggest the symbolic meaning of imagery and actions   | Identify things that influence a person's sense of identity and belonging  | Ask relevant questions<br>Talk about their own identity and values   |
| <b>Year 3: Who should we follow?</b>                               | Show awareness of similarities in religions<br>Identify beliefs and values contained within a story/teaching<br>Identify the impact religion has on a believer   | Identify how religion is expressed in different ways<br>Use religious terms to describe how people might express their beliefs   | Describe how some people, events and sources of wisdom have influenced and inspired others   | In relation to matters of right and wrong, recognise their own and others' values<br>Discuss own questions and responses related to the question 'who should we follow – and why?'   |
| <b>Year 4: How should we live our lives?</b>                       | Describe what a believer might learn from a religious teaching/story<br>Make links between ideas about morality and sources of authority   | Describe the impact religion has on believers' lives<br>Explain the deeper meaning and symbolism for specific religious practices  | Consider the range of beliefs, values and lifestyles that exist in society<br>Discuss how people make decisions about how to live their lives  | Reflect on their own personal sources of wisdom and authority  |
| <b>Year 5: Where can we find guidance about how to live?</b>       | Make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers<br>Explain the impact of beliefs and values – including reasons for diversity   | Explain differing forms of expression and why these might be used<br>Describe diversity of religious practices and lifestyle within the religious tradition<br>Interpret the deeper meaning of symbolism – contained in stories, images and actions        | Explain (with appropriate examples) where people might seek wisdom and guidance<br>Consider the role of rules and guidance in uniting communities  | Discuss and debate the sources of guidance available to them<br>Consider the value of differing sources of guidance  |
| <b>Year 6: Is life like a journey?</b>                             | <ul style="list-style-type: none"> <li>Analyse beliefs, teachings and values and how they are linked</li> <li>Explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>Explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul> | <ul style="list-style-type: none"> <li>Use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>Explain differing ideas about religious expression</li> </ul> | <ul style="list-style-type: none"> <li>Consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>Discuss how people change during the journey of life</li> </ul> | <ul style="list-style-type: none"> <li>Raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>Develop own views and ideas in response to learning</li> <li>Demonstrate increasing self-awareness in their own personal development</li> </ul> |