Religious Education (R.E.)

Curriculum progression Map

Level expected at the end of EYFS - We have selected the Early Learning Goals that link most closely to the R.E. National Curriculum.

Personal, Social and Emotional Development (Self-Regulation) Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Personal, Social and Emotional Development (Managing Self)** Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. **Personal, Social and Emotional Development (Building Relationships)** Show sensitivity to their own and to others' needs.	**Understanding the World (People, Cultural and Communities)** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. **Understanding the World (The Natural World)** Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Government Guidance

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.

'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.' Section 2 79 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

As a Hampshire School we follow the Living Difference Curriculum. Living Difference IV, as the Agreed Syllabus for Hampshire, Portsmouth, Southampton and the Isle of Wight, is the legal document to be followed for the teaching of religious education in Hampshire, Portsmouth, Southampton and Isle of Wight schools. Living Difference IV seeks to introduce children and young people to what a religious way of looking at and existing in the world may offer in leading one's life, individually and collectively. It recognises and acknowledges that the question as to what it means to lead one's life with such an orientation can be answered in a number of qualitatively different ways. These include the idea that to live a religious life means to subscribe to certain propositional beliefs (religion as truth); the idea that to live a religious life means to adhere to certain practices (religion as practice); and the idea that to live a religious life is characterised by a particular way of being in and with the world: with a particular kind of awareness of and faith in the world and in other human beings (religion as existence).
These three ways of conceptualising religion also relate to different theological positions and may be found as overlapping to different extents within any particular religious' tradition. Religious education in Hampshire, Portsmouth, Southampton and the Isle of Wight intends to play an educative part in the lives of children and young people as they come to speak, think and act in the world. This entails teachers bringing children and young people first to attend to their own experience and that of others, to engage intellectually with material that is new and to discern with others what is valuable with regard to living a religious life or one informed by a non-religious or other perspective.

Children in Key Stage 1 will explore and reflect on their own way of life and feelings about this and also continue developing an understanding of religious and non-religious ways of living. They should continue to be encouraged to ask questions and recognise that different people may respond in different ways to their questions. Children should be encouraged to explore and share their own experiences of the concepts studied. In this way they will begin to attend to other people's experiences of concepts found in religious and non-religious ways of life. At this key stage the enquiry into what it means to live a religious and non-religious life will be concerned with enquiring into concepts common to all people (A concepts), where children will engage within their own experience. These concepts are also evident in religious ways of life, for example happy, sad, remembering and thanking. Towards the end of the key stage children should begin to explore concepts that are shared across many faith narratives (B concepts). At Key Stage 1 the main focus is on A concept. Older children within the key stage (Year 2) can also explore B concepts, for example God and symbol. Children will be introduced to terms specific to religions (e.g. Shabbat) but the focus for enquiry into concepts will be rooted in in their own experience (for example, celebrating is the focus concept but Shabbat is a Jewish example of this). Throughout the RE curriculum across all years will run the 'golden thread' concepts which are linked with other A and B concepts so that they help with deepening and broadening children's experience of religious education over time. These 'golden thread' concepts can be seen highlighted in the curriculum map below.

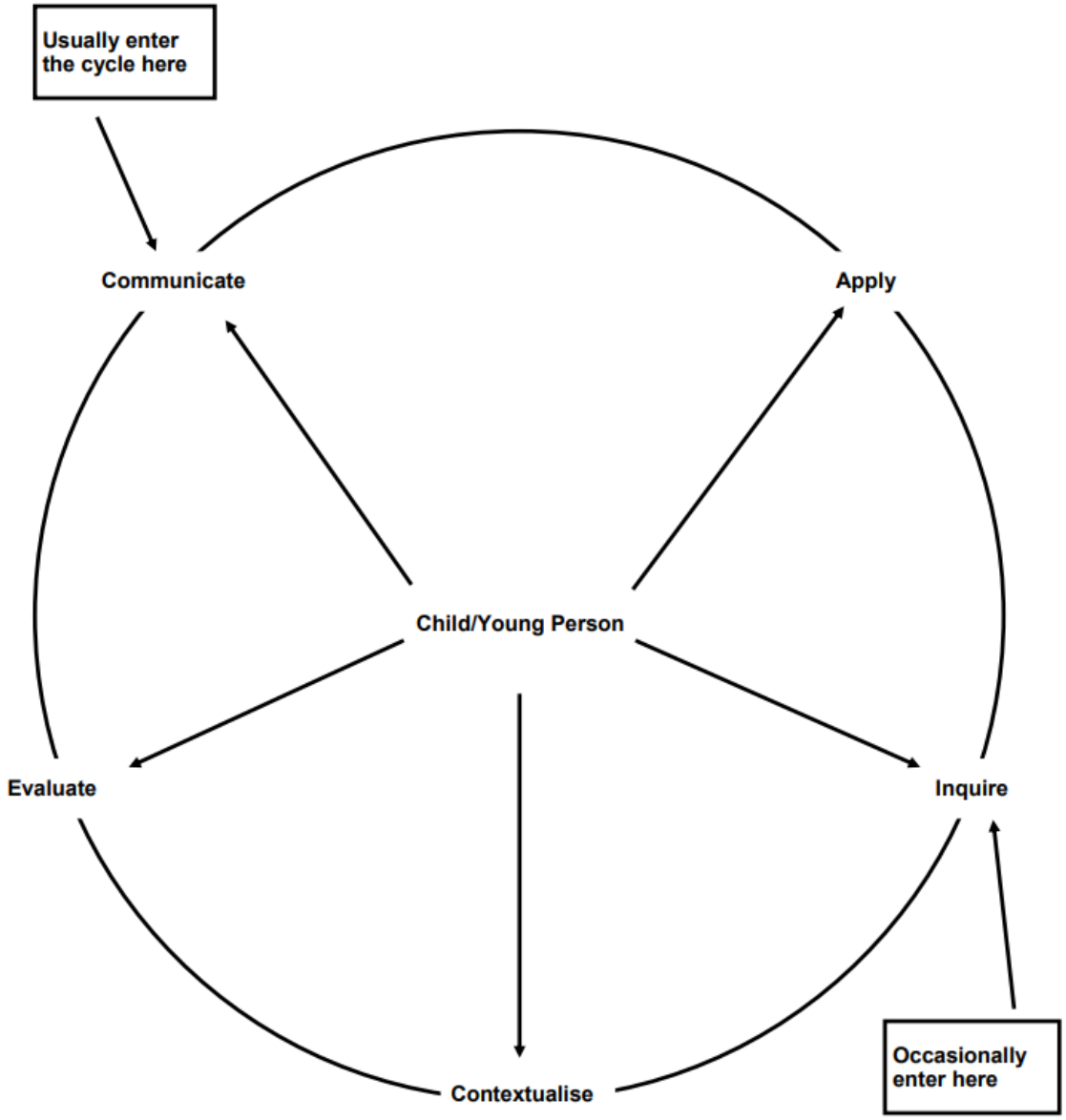
RE Curriculum Map

	Autumn 1	Autumn 2	Autumn 2	Spring 2	Summer 1	Summer 2
Year R	***Diwali Day*** Hinduism As an introduction to RE the children explore the festival of Diwali including making rangoli patterns.	***Celebrating Birth*** Christianity Celebrating Birth **A** *Communicate* Social, Cultural	***Special Clothes*** Christianity/Hinduism Specialness **A** GT: Special *Evaluate* Cultural	***Eggs as a Sign of New Life*** Christianity New Life **A** *Contextualise* Moral, Cultural	***Jesus as a Storyteller*** Christianity Learning from stories **A** GT: Belonging *Inquire* Moral, Social	***Janmashtami*** Hinduism Remembering **A** *Apply* Social
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 1	***Harvest*** Christianity Celebrate **A** *Communicate* Moral, Cultural	***Nativity Journeys*** Christianity Journey's End **A** *Communicate* Social, Cultural	***Holi*** Hinduism Remembering Vishnu **A** GT: Community *Contextualise* Social, Cultural	***Easter*** Christianity Sad and Happy **A** GT: Love *Evaluate* Moral	***Creation Stories*** Christianity/Hinduism Creation **A** *Inquire* Social, Cultural	***Special Places*** Christianity/Hinduism Specialness **A** GT: Special *Apply* Social, Cultural
Year 2	***Special Food*** Christianity/Hinduism Specialness **A** GT: Special *Evaluate* Social, Cultural	***Candlelight at Diwali and Advent*** Christianity/Hinduism Candlelight as a Symbol **A** *Communicate* Social, Cultural	***Key Events in the Life of Jesus*** Christianity Authority **A** *Inquire* Moral, Cultural	***Easter*** Christianity Belief **A** *Contextualise* Moral	***Ideas about God*** Hinduism God **B** GT: Belonging *Apply* Social, Cultural	***People Jesus Met*** Christianity Change **A** *Inquire* Social, Cultural

NB: All areas of RE curriculum cover the Spiritual element of SMSC. Therefore, the three other areas are highlighted above.

Key: Key Concept Assessment Focus SMSC Links

Year 3		
Concept: Remembering Shabbat (Judaism)	Concept: Freedom Passover (Judaism)	Concept: Specialness Special Books (Mixed)
Concept: Angels Angels (Christianity)	Concept: Ritual Paschal Candle (Christianity)	Concept: Message Stories with Messages (Christianity)



Knowledge / Skills to be covered

Communicate	If beginning at the Communicate step the teacher will bring the child or young person to attend first to their own experience of the concept through an activity, before exploring their own responses in relation to others' experience.
Apply	At Apply, children and young people become even more aware of others' responses and might give examples from their own experience of the concept in different situations. The enquiry has now moved on because children and young people have come to see challenges and complexities existing in the range of experiences and different situations. However, the enquiry is in general still working with ideas familiar to those in the class.
Inquire	At Inquire, material that is new to the children and young people is introduced in varying complexity, usually depending on the age of the children. At Inquire, children may also reflect collaboratively, for example in a community of philosophical enquiry, becoming more intellectually humble or self-effacing, recognising that there are many different ways of looking at things.
Contextualise	At Contextualise, children and young people examine the concept in specific context, for example, in primary school, through investigating the activities of a local religious community, Christian, Muslim, Sikh, etc. A non-religious context may be used if it enhances the enquiry. An effective Contextualise step allows children and young people's enquiry to deepen intellectually with increasing openness to the plurality of ways it is possible to be religious. The context may be, for example, a bible story (primary), a case study, news article, artefact, visit, visitor, video or dramatic scenario, but always a real situation which raises issues and invites questions. Children and young people will be able to appreciate further viewpoints and see how people's lives are changed by their experience of the concept.
Evaluate	At the Evaluate step children and young people are given the opportunity to weigh up their experience of the concept in two ways. First from the viewpoint of someone living a religious (or non-religious) life, as in the context studied. This is what is meant by Evaluate within. For example, in Key Stage 3 the teacher may open a discussion about why jihad is important for Muslims or why the Eucharist is important for Christians; anticipating an engagement with a range of Muslim and Christian views and forms of expression. Secondly, the children and young people will be enabled to discern what may be of value in the religious (or non-religious) experience of the concept for them, from their own point of view. This is what is meant by Evaluate without. This should involve collaboration and dialogue.

It is important that greater time is given to the Communicate and Apply step of the cycle of enquiry in the Foundation Stage and Key Stage 1. Time spent at both Inquire and Contextualise steps will gradually increase as children move to the upper primary years and on into secondary school.

Year R	Autumn 1	Autumn 2	Autumn 2	Spring 2	Summer 1	Summer 2
Concept	**Diwali**	**Celebrating Birth**	**Specialness**	**New Life**	**Learning from Stories**	**Remembering (Someone Special)**
Communicate	In their first term in school our Year R children are introduced to RE through a Diwali day where they learn all about the festival and take part in activities linked to it such as making rangoli patterns.	Share their own experience of birthdays.	Talk about their own responses to special clothes.	Begin to communicate their ideas about eggs as a reminder/symbol of new life.	Begin to share their own experience of stories and what they have learnt from different stories (Child's own experience).	Talk about remembering.
Apply		Listen to others talk about how birth is elaborated.	Identify how their feelings about special clothes relate to their lives.	Begin to identify how Christians use eggs as a reminder/ symbol of new life.	Begin to share their own experience of stories and what they have learnt from different stories (widening understanding).	Recognise that Hindus remember Krishna by telling the story of his birth and by celebrating.
Inquire		Begin to identify what a celebration is.	Talk about the concept of special.	Share their own experiences of eggs.	Begin to identify and talk about how Jesus told many stories to help people learn about God.	Talk about the importance of Hindus remembering Krishna's birthday.
Contextualise		Begin to recognise how Christians celebrate Jesus' birth.	Recognise that Christians and Hindus wear special clothes at certain times.	Begin to reflect on their own ideas about eggs as a reminder/symbol.	Share their own ideas and responses about what people may have learnt from Jesus' stories and share their ideas about the importance to Christians today of the stories Jesus told.	Talk about their own response to remembering someone special.
Evaluate		Reflect on their idea about the importance of celebrating birth.	Talk about the importance of special clothes for Christians and Hindus.	Respond in a variety of ways to their own ideas and experiences.	Reflect on if it was helpful for Jesus to tell the stories to help people learn.	Identify how their responses relate to their own lives.

Year One	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	**Celebration**	***Journey's End***	***Remembering Vishnu***	***Sad and Happy***	***Creation***	***Specialness***
Communicate	Express creatively their response to a celebration.	Talk about their own responses to journey's end in their experience.	Describe, in simple terms, ways in which they remember events or people.	Talk about their own experiences of sad then happy.	Describe in simple terms their response to creation.	Talk about their ideas about special places.
Apply	Recognise how celebration relates to their own and others' lives.	Identify how different *journey's ends* relate to their lives.	Identify examples of situations when *remembering* is important to themselves or others.	Identify feelings of *sadness/happiness* in different situations and for different people	Identify simple examples of how their response to *creation* relates to their own and others' lives.	Identify how their ideas about *special places* relate to their own lives and those of others.
Inquire	Recognise what a celebration is and list some features of celebrations.	Identify and talk about different *journeys' ends.*	Describe, in simple terms, what *remembering* means.	Identify and talk about the concepts of *sadness* and *happiness.*	Identify and talk about the concept of *creation.*	Identify and talk about the concept of *specialness* in relation to *special places.*
Contextualise	Recognise ways in which Christians celebrate Harvest.	Recognise the *journey's end* of the characters in the Christmas birth narratives.	Describe ways in which Hindus remember.	Recognise how *sadness and happiness* are significant in the Easter story.	Simply describe the Christian and Hindu *creation* stories.	Recognise that the church is a *special place* for Christians.
Evaluate	Talk about the importance for Christians of celebrating Harvest.	Talk about the importance of the *journeys' end* to Christians.	Evaluate the importance of *remembering* by describing how Hindus value the celebrations and devotions paid to Vishnu.	Talk about the importance of the feelings of *sadness and happiness* to Christians when they remember the Easter story.	Describe in simple terms why they think Christians and Hindus value these stories.	Talk in simple terms about the importance of the church as a *special place* for Christians.

Year Two	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Concept	**Special**	**Candlelight as a Symbol**	**Authority**	**Belief**	**God**	**Change**
Communicate	Simply describe foods that are special to them.	Describe, in simple terms, their response to candlelight.	Describe in simple terms their own responses to authority figures.	Describe in simple terms their response to the concept of belief.	Describe in simple terms their response to the concept of God.	Describe in simple terms different types of change they experience.
Apply	Describe how different foods are important to different people.	Identify simple examples of responses to candlelight in different situations.	Identify simple examples of ways in which people with authority affect theirs and others' lives.	Identify simple examples of how belief relates to their own lives and those of others.	Identify simple examples of when they and others think about God.	Identify how their responses to change affect their lives.
Inquire	Describe simply why some foods are special.	Simply describe how candlelight can be a symbol and what symbol means.	Describe in simple terms the meaning of the concept authority.	Identify and talk about the concept of belief.	Identify and talk about the concept of God .	Identify and talk about the meaning of change and different types of change.
Contextualise	Describe simply what Christians think about when they share their special food (bread and wine) (symbol) Describe simply how Hindus share their special food (Prashad)	Simply describe how candles are used at Diwali and Advent.	Give a simple description about events in Jesus life which demonstrate His authority.	Simply describe ways in which the concept of belief is expressed by Christians at Easter.	Simply describe ways in which the concept of God is expressed in Christianity and Hinduism.	Simply describe ways that Christians believe that Jesus changes some people's lives.
Evaluate	Describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus.	Evaluate the use of candlelight as a symbol by describing, in simple terms, its value to Hindus and Christians.	Describe in simple terms the importance of Jesus' authority to Christians.	Evaluate the concept of belief by describing in simple terms its importance to Christians in the Easter story.	Evaluate the concepts by describing in simple terms the value of God to Christians and Hindus.	Describe in simple terms why the idea of Jesus being able to change people is important to Christians and identify an issue raised.