



Progression in RE

Who's who?

Subject Leader: Mrs Watts

Teaching staff: Mrs Watts, Mrs Hayton, Miss Dixon

Our Aims

RE is central to learning at Rosley Church of England School. We aim to enable children to develop their understanding of Christianity and other world faiths, including Islam and Buddhism, in order that they may become respectful individuals who can communicate and understand others with the same or differing views and who can give meaning and value to experiences, feelings and ideas.

At Rosley CE School, the RE vision is to foster key Christian values that all children may demonstrate in their daily lives and which will help them to make positive contributions to their families, communities and the wider world around them. At the same time, we aim to teach children to question thoughtfully and compare compassionately in order to respect and celebrate the diversity of beliefs and cultural practices held by people in the wider community, across the UK and around the world.

We aim to provide children with a wide range of opportunities to explore Christianity and other faiths through discussions, exploring key religious texts and artefacts, and (when appropriate) drama opportunities to develop children's empathy and understanding of different beliefs, traditions and practices. We encourage children to compare and contrast aspects of different faiths and to determine how they are reflected in the world around them.

At Rosley School, we understand that most of our pupils come from a predominantly white British background and many will not come in contact with any religion, or only come in contact with Christianity, outside of school. Whilst ever respectful of the beliefs of our school families, we aim to incorporate trips and in-school visits to expand children's experiences of religions. These trips include visiting the village church, and inviting members of the local Christian community into school to share their faith and experiences and visiting the Cathedral in Carlisle to gain a different awareness of Christianity. Children will also develop an understanding of other faiths, including in-school visits and visits to places of worship, including Muslim prayer rooms and Buddhist temples as children explore these faiths through twice yearly focused RE enrichment weeks developing their awareness and understanding of non-Christian beliefs in Key Stage 2. These enrichment weeks build on the foundational awareness and knowledge developed through key stage 1 RE units focusing on Islam and Buddhism.

YEAR A 2021 - 2022

YEAR RECEPTION, 1 & 2		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	<p>Introduction to RE, what is God and what does it mean to believe?</p> <p>Why do Christians celebrate Harvest?</p> <p>Festivals of Light</p>	<ul style="list-style-type: none"> • Learn that people believe different things • To consider what the words God and gods mean and the role of gods in many religions – focus on creation • Learn why it is important to give thanks to God for the harvest, looking at the Christian Creation story and suggesting how this story impacts on Christian attitudes towards harvest. • Describe festivals and explore the importance of light to people of different faiths. • Read and act out the Nativity story and discuss how Jesus is seen as a light to the world
Spring	<p>Signs & Symbols</p> <p>Why is Baptism important to Christians?</p> <p>How do Christians celebrate Easter?</p>	<ul style="list-style-type: none"> • Examine and compare and contrast key signs and symbols of several of the main faiths (Christianity, Islam, Judaism, Buddhism, Hinduism) • Experience a Christian ceremony and develop an understanding of what role it plays in the life of Christians. • Compare how Easter is celebrated in the UK and other countries (focus country: Greece)
Summer	<p>Special Words</p> <p>Introducing Buddhism</p>	<ul style="list-style-type: none"> • Hypothesise why the Bible exists as a book and to hear and retell Bible stories and suggest their meaning • Learn what prayer means and to explore different reasons for praying • Learn that some religions do not believe in God • Introduce the basic principles of Buddhism • Recognise key signs & symbols of Buddhism

YEAR 3 & 4		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	What is the Trinity?	<ul style="list-style-type: none"> • Understand the symbolism of water to Christians • Recap prior learning about baptism • Suggest what texts about baptism and Trinity might mean • Identify the difference between a Gospel and a Letter • Make links between Bible texts and the idea of God in Christianity • Express personal ideas about what the God of Christianity is like through art
Spring	Why do Christians call it 'Good Friday'?	<ul style="list-style-type: none"> • Order the Creation, Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story' • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today • Compare how Easter is celebrated in the UK and other countries (focus country: Germany)
Summer	What do Christians learn from the Creation story?	<ul style="list-style-type: none"> • Explain what is wonderful about our World? • Describe the creation story and explain how wonderful the world is? • Explain how to look after God's creation and why it is important? • Describe how the bible guides Christians in their life? • Explain how Christians try to look after God's Creation?

YEAR 5 & 6		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	Was Jesus the Messiah?	<ul style="list-style-type: none"> • Outline the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms • Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas • Explore the idea that Jesus is the Messiah and is important in the world today.
Spring	<p>Salvation: What did Jesus do to save human beings?</p> <p>How do Christians celebrate Easter?</p>	<ul style="list-style-type: none"> • Discuss who was responsible for Jesus' death and the reasons why • Investigate the sacrament of Holy Communion and how it links to Jesus' death • Investigate the role of sacrifice in the lives of well-known Christians and in their own lives • Compare how Easter is celebrated in the UK and other countries (focus country: Brazil)
Summer	What would Jesus do?	<ul style="list-style-type: none"> • Discuss how different people react to the same circumstances, using stories from the Bible • Create rules for living a Christian life based on Jesus' teachings • Consider how Christians can use Jesus' teachings (focus on Sermon on the Mount) to make a positive impact on the world • Consider forgiveness and generosity and the impact they can have on our lives and the lives of others

ENRICHMENT OPPORTUNITIES

Reception & Key Stage 1 visit to Carlisle Cathedral focusing on the role of Light in the Church (Autumn Term)

Whole school Christmas Production

Daily Collective Worship (x4 whole school, x1 class based) including fortnightly worship held in Holy Trinity Church

Special church services: Harvest, Remembrance Day, Carol Service, Easter Service, Rosley School Diamond Jubilee Service, end of year leavers service

Y6 Leavers Service at the Cathedral,

Value launch day events held in Holy Trinity Church (Creation; Wisdom) supported by the wider Christian community through local churches and the diocese team

½ termly rotation of prayer space themes across the whole school

Key Stage 2 Enrichment Weeks (Autumn & Summer terms) Focus Religion: Buddhism. Include visit from a practising Buddhist.

HOW TO SUPPORT YOUR CHILD'S LEARNING

Encourage them to think for themselves when watching the news or talking about social and emotional issues.

Provide opportunities to experience different religious celebrations and forms of worship that are special to their family