



# Progression in RE

## **Who's who?**

Subject Leader: Mrs Watts

Teaching staff: Mrs Watts, Mrs Hayton, Mrs Tinniswood

## **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 B 2022 - 2023**

<b>YEAR RECEPTION, 1 &amp; 2</b>		
<b>TERM</b>	<b>UNIT OF STUDY</b>	<b>LEARNING/KEY SKILLS</b>
Autumn	<p>Introduction to RE, respecting different beliefs</p> <p>FS - Different beliefs - Diwali</p> <p>How do Christians show they are thankful at Harvest? (based on diocesan unit of work)</p> <p>Why do Christians give gifts at Christmas and what are the messages of Christmas</p>	<ul style="list-style-type: none"> <li>• Learn that people believe different things and we do not all share the same views, beliefs and traditions</li> <li>• Learn that Christians see God as the Creator and as such central to the harvest</li> <li>• Explore thankfulness and fairness in relation to our food</li> <li>• Consider Christmas as a religious celebration as well as a secular holiday</li> <li>• Discover that celebrating the birth of Jesus is central to a Christian Christmas</li> <li>• Consider the key characters in the nativity story and how God can also play a role in our lives</li> </ul>
Spring	<p>FS - Different beliefs - Lunar New Year</p> <p>Why do Christians put a cross in the Easter garden</p> <p>Understanding Christianity FS3 (Salvation)</p> <p>Why does Easter matter to Christians?</p> <p>Understanding Christianity 1.5 (Salvation)</p>	<ul style="list-style-type: none"> <li>• Continue learning that people have different beliefs and traditions</li> <li>• Understand that Christian teachings are based on the Bible and that the Bible is the source of Christian stories</li> <li>• Explore religious symbolism, focusing on the cross and considering its origins as a symbol of Christianity</li> <li>• Recognise that incarnation and salvation are part of a big story in the Bible</li> <li>• Explore how Christians show their belief in the death and resurrection of Jesus in church worship at Easter</li> </ul>
Summer	<p>Who made the world? Understanding Christianity 1.2 (Creation)</p> <p>Why is the word 'God' so important to Christians? Understanding Christianity FS1 (Creation)</p> <p>Introducing Islam</p>	<ul style="list-style-type: none"> <li>• Explore the account of the creation story in Genesis, realising that this is the beginning of the 'big story' of the Bible</li> <li>• Consider the name 'God' and what it means to people, especially Christians</li> <li>• Make inferences of what God is like by sharing the creation story</li> <li>• Identify similarities and differences between different religious beliefs and practices</li> </ul>

		<ul style="list-style-type: none"> <li>• Introduce the basic principles of Islam</li> <li>• Recognise key signs &amp; symbols of Islam</li> </ul>
<b>YEAR 3 &amp; 4</b>		
<b>TERM</b>	<b>UNIT OF STUDY</b>	<b>LEARNING/KEY SKILLS</b>
Autumn	What is it like to follow God? Understanding Christianity (People of God)	<ul style="list-style-type: none"> <li>• Make clear links between the story of Noah and the idea of covenant.</li> <li>• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>• Make links between the story of Noah and how we live in school and the wider world</li> </ul>
Spring	What kind of world did Jesus want? Understanding Christianity (Gospel)	<ul style="list-style-type: none"> <li>• Identify 'Gospel', as telling the story of the life and teaching of Jesus.</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>• Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly</li> </ul>
Summer	When Jesus left, what was the impact of Pentecost? Understanding Christianity (Kingdom of God)	<ul style="list-style-type: none"> <li>• Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</li> <li>• Give examples of what Pentecost means to some Christians now.</li> <li>• Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</li> </ul>

YEAR 5 & 6		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	How can following God bring justice and freedom? Understanding Christianity (People of God)	<ul style="list-style-type: none"> <li>• Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</li> <li>• Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave</li> <li>• Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</li> <li>• Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</li> </ul>
Spring	What difference does the Resurrection make for Christians? Understanding Christianity ( Salvation)	<ul style="list-style-type: none"> <li>• Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection</li> <li>• Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms</li> <li>• Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday</li> <li>• Consider the impact of religion, offering and justifying responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</li> </ul>
Summer	Creation and science: conflicting or complementary? Understanding Christianity (Creation / Fall)	<ul style="list-style-type: none"> <li>• Identify what type of text some Christians say Genesis 1 is</li> <li>• Compare own ideas with the ideas of different Christians and how they interpret the Creation Story in Genesis 1</li> <li>• Understand how many Christians find science and faith go together</li> <li>• Consider the extent to which the Genesis account of Creation is in conflict, or is complementary, with a scientific account of creation</li> </ul>

## **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, , end of year leavers service
- Y6 Leavers Service at the Cathedral
- Value launch day events held in Holy Trinity Church 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: Islam. Including a visit from practising Muslim, to give pupils an insight into what it means to be a Muslim.

## **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.