

RELIGIOUS EDUCATION

Document 1: Whole School Knowledge Progression

RE Intent / Rationale:

We believe that the core knowledge taught within RE lessons is essential for all children to provoke discussion around 'big ' questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE they learn about, and from religions and worldviews, to discover, explore and consider, developing their self-awareness. They learn to weigh up the value of ideas from different sources, to develop and express their insights in response, and to agree or disagree respectfully.

By the end of their Infant school years, our pupils will be able to think, talk about and consider the world around them and the beliefs of others.

Core Principles for the Teaching of RE at Robert Miles Infant School

Pupils at Robert Miles Infant School learn through an RE curriculum that will:

- **develop curiosity about** a range of religions and worldviews, enabling them to develop and discuss their ideas and values and personal beliefs, while respecting the right of others to differ;
- **explore** similarities and differences in people's beliefs within society;
- **give children the confidence to** ask questions and to process and develop their own views;
- **explore** 2 religions; Christianity and Judaism. We will revisit and build on what is learnt year on year to ensure that content is learned;
- **develop** children's critical thinking skills through greater subject knowledge, enabling pupils to be active, thoughtful, reflective and expressive in their handling of questions about beliefs and religion, based on real life experiences;
- **support the progressive** application of the 3 areas of learning (based on the Nottinghamshire agreed syllabus 2015): To know, to express ideas and deploy the skills needed to engage seriously with religions and world views;
- **ensure their accurate use and understanding of specific vocabulary related to RE;**
- **enable reasoned explanation about ideas, concepts and values;**
- **empower them to** draw their own conclusions and develop their own beliefs.

| EYFS | | | |
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| <i>In the foundation stage, RE is experiential, creative and reflective. Children are given time to think, talk and consider the world around them and the beliefs of others within their community. They are encouraged to use technical vocabulary to share their understanding with their peers and adults working within the classroom.</i> | | | |
| Reception | Personal Social and Emotional Development (PSED) | <ul style="list-style-type: none"> • See themselves as a valuable individual. • Think about the perspectives of others. | |
| | Understanding the World | <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. | |
| Early Learning Goals | PSED | Building Relationships | <ul style="list-style-type: none"> • Show sensitivity to their own and others' needs. |
| | Understanding the World | Past and Present | <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Understand the past through settings, characters and events encountered in books read in class and storytelling. |
| | | People & Communities | <ul style="list-style-type: none"> • 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. |

| KS1 |
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| <i>As they move into Key Stage One, these opportunities for experiential learning continue and RE remains creative. The children are given further opportunities to look at religions and non-religious worldviews in increasing depth, building on the knowledge acquired in the Foundation Stage.</i> |
| <i>Our aims and vision for RE also reflect the intent of the locally agreed syllabus which are 'to support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' through exploring answers offered by religion and belief.</i> |

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RMI school-wide threads:

- ❖ **Positive Attitudes for Learning (PAL):** We will develop positive learning behaviours and attitudes, focusing on engagement, motivation and critical thinking.
- ❖ **Equality and Diversity:** We aim to provide an equitable start for our children, where communalities and differences are valued and celebrated. Our pupils will develop cultural awareness through a diverse and inclusive curriculum.
- ❖ **Reading at the heart of everything we do:** We will develop confident readers, instil a love of reading and provide purposeful cross-curricular reading opportunities.
- ❖ **Develop an understanding of how to care for our environment:** We will support children to take an interest and responsibility, as global citizens and custodians of our planet.

Concepts of our RE curriculum at RMI:

- ❖ **Respect and Tolerance:** We will teach children to respect the values, ideas and beliefs of others when celebrating and learning about different communities and religions.

We will encourage them to share their own experiences and beliefs, without imposing their views on others.

| | Reception | Year 1 | Year 2 | Year 3 |
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| Knowing about and understanding religions and viewpoints | <p>I know that Christians believe Jesus was born at Christmas.</p> <p>I know different people have different celebrations.</p> <p>I know Easter is special to Christians because it is when Jesus died and came back to life.</p> <p>I know that some stories can teach us about how to live.</p> | <p>I can remember the Christian Creation story and talk about it.</p> <p>I can remember some of the Christmas story.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can recognise some of the symbols used at Chanukah and start to explain them.</p> | <p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.</p> <p>I can talk about one of the ways Jews show commitment to God.</p> | <p>To be added, in liaison with the linked junior school</p> |
| Tier 2 & 3 Vocabulary | <p>Jesus, Moses, special Role model</p> <p>Christian, ten commandments</p> <p>Bethlehem, journey, Nativity</p> <p>Names of people in the stories,</p> | <p>Creation, create, Christian, belief, Adam, Eve Gifts, Gold, Frankincense, Myrrh</p> <p>Christianity, Jesus, Christmas, Christians</p> <p>feelings, eg hope, love, joy, peace, safety, precious</p> | <p>Samaritan, parable</p> <p>Advent, Angel, Messenger, nativity, light, holy, Shepherds, good news</p> <p>Teacher words': salvation, incarnation, annunciation</p> | |

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| | Reception | Year 1 | Year 2 | Year 3 |
|--|---|---|--|---|
| Expressing and communicating ideas relating to religions and worldviews | <p>I can start to show an understanding of why Christmas is important to Christians.</p> <p>I can start to show an understanding of how different people have different faiths and celebrations.</p> <p>I can show some awareness that Jesus is special to Christians.</p> <p>I can explain why Easter is special to Christians.</p> <p>I can show some awareness that Christians believe there is a God.</p> | <p>I can express an opinion about the Christian belief about creation.</p> <p>I can suggest a gift I would give to Jesus.</p> <p>I can say how Jesus tried to be a good friend.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p> <p>I can start to make a connection between being Jewish and decisions and behaviour.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p>I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.</p> | <p>I can say if I think Christians should be kind and give a reason.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p> | <p><i>To be added, in liaison with the linked junior school</i></p> |
| Tier 2 & 3 Vocabulary | <p>Celebrate</p> <p>Holi- festival of colours</p> <p>Nowruz- Persian new year.</p> <p>Palm Sunday, the last supper, cross, tomb, life-cycle, Spring, role model, disciples.</p> <p>Parable, moral, Guru Nanak, Allah</p> | <p>Zaccheus, Mary, Martha, Lazarus, Samaritan, new testament</p> <p>Palm Sunday, palm cross, salvation.</p> <p>Shabbat, challah, Judaism, kippah, Sabbath, blessing</p> | <p>Pesach, Passover, Seder, exodus, kosher, mezuzah, prayer shawls, Sabbath, Shabbat, synagogue</p> <p>Resurrection, symbol, crucifixion, tomb, cross, Covenant, promise, Abraham, Isaac, ten commandments, Shema, mezuzah, scroll</p> | |

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|---|--|---|---|---|
| Personal resonance with or reflection on | <p>I can say who is special to me.</p> <p>I can talk about what I do at Christmas.</p> <p>I can talk about celebrations in my home.</p> <p>I can describe the special things I do at Easter.</p> <p>I can share my opinion about some stories.</p> <p>I can talk about my special place.</p> | <p>I can say how it felt to make something.</p> <p>I can talk about a gift that is special to me.</p> <p>I can talk about my friends and why I like them.</p> <p>I can talk about a person I admire.</p> <p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p> <p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can talk about how cards help to mark celebrations.</p> | <p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can say how I could help solve a problem by showing love</p> <p>I can talk about why I do as some people ask but not others.</p> <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can explain why agreements are important and why they should be kept.</p> <p>I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</p> | <p><i>To be added, in liaison with the linked junior school</i></p> |
| Tier 2 & 3 Vocabulary | Church, font, altar, lectern, synagogue, torah, prayer shawls | Rosh Hashannah, Yom Kippur, shofar, challah bread | Ten commandments, Shabbat, seder, synagogue, Torah, Bar/Bat Mitzvah | |