



Stanhope Primary School



Progression of Knowledge and Skills in R.E.

		Religious Education						
Subject	Intent:	To provide a broad, balanced curriculum which is relevant to and widens the experiences of our children in order to prepare them for the challenges they will face and inspire a love of knowledge, learning and life.						
	Key Stage 1 Pupils must be taught about:	<ul style="list-style-type: none"> • Christianity - introduction to beliefs and practices and their impact. • Judaism – introduction to some beliefs and practices and their impact. • Religious diversity - introduction to the diverse religious and non-religious landscape in the local area (including differing denominations). 						
	Key Stage 2 Pupils must be taught about:	<ul style="list-style-type: none"> • Christianity – beliefs and practices across the denominations and the impact of these for individuals and communities. • Hinduism – some beliefs and practices and the impact of these for individuals and communities • Sikhism – some beliefs and practices and the impact of these for individuals and communities • religious diversity - the diverse religious and non-religious landscape across the region, including a special study of a local Muslim community • similarities and differences within and between religious and non-religious worldviews through at least one thematic study eg about ritual, the environment, care for others. 						
		Autumn 1						
	Nursery	Reception	1	2	3	4	5	6

<p>Unit Question and Knowledge Objectives.</p>	<p>Let's find out about Harvest. To develop curiosity and begin to ask questions about their own, and other people's, home and community. To understand what the Harvest festival consists</p>	<p>Let's find out about Harvest in a church. Let's find out about Shabbat.</p>	<p>What can we learn about Christianity from visiting a church? What do Christians believe about God? To recognise and name some features of a church eg cross, altar, pew, window To recognise and name some ways in which Christians worship in the church</p>	<p>Why is Moses special to Jewish people? To know about the early life of Moses. To know about the story of Moses and the burning bush. To be able to identify the 10 plagues. To know about the story of Passover. To recall the 10 commandments.</p>	<p>How do Hindus worship? To explain who founded Hinduism and where. To explain the main beliefs in Hinduism. To explain which places are special to Hindus. To name and describe some special Hindu festivals. To explain that Hindus have</p>	<p>What do we know about the bible and why is it important to Christians? To identify different books of the bible. To use the correct vocabulary to describe key features of the Bible. To identify different books of the bible. To explore different text types in the bible To understand how stories</p>	<p>What do Sikhs believe? Why do Sikhs go to the Gurdwara? To know the Sikh symbols of belief (5K's) To understand the Sikh symbols of belief. To know how Sikhs worship in the Gurdwara and at home. To understand the importance of the holy book and how it is used. To investigate the Sikh belief in only one God (look at description and picture then</p>	<p>What can we learn about religious diversity in our area? What can we find out about a local Muslim community? Local study of the different Christian Churches (Catholic, Methodist). To compare the differences in the two denominations of Christianity. To investigate</p>
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	<p>of, and what it means to them. Let's find out about Diwali.</p>		<p>on Sunday eg prayer, hymns, Bible reading To recognise some of the ways a vicar leads Sunday worship To recall the Christian story of Creation To recognise some features of a church Harvest festival To talk about what they find interesting</p>	<p>How and why do Jews celebrate Hanukkah? To know that Hanukkah is the festival of light. To recall the story of Hanukkah. To know how Hanukkah is celebrated.</p>	<p>multiple holy books To name and explain the meanings of Hindu symbols.</p>	<p>are used to teach lessons To know that there are four Gospels and know who wrote them and why.</p>	<p>realise they are the same person). To know there are 10 human Gurus and their significance in Sikh beliefs (research 1 and do speaking and listening presentation) – 2 lessons To know how beliefs and feelings are expressed during Diwali. To understand the Sikh morals (e.g. langar meal, kirat karna (earning a living by one's own honest efforts), vand chhakna</p>	<p>the work they do in the community. To identify other religious traditions in the neighbourhood. To demonstrate knowledge and understanding of one set of religious beliefs and practices in their neighbourhood To work with others</p>
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			<p>or puzzling in a church</p>				<p>(sharing), sewa (selfless service), nam simran (thinking about God based on scriptures))</p>	<p>to produce a presentatio n about a place of worship in their neighbourh ood. To reflect upon and discuss what they have learnt about religion in their neighbourh ood To present work to the class, showing their knowledge and understandi ng of the</p>
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								<p>religious identities of the groups represented in the area</p> <p>To compare and contrast the key features of the religious traditions in their area</p> <p>To evaluate and summarise what they have learnt about the religions represented in the area</p>
Autumn 2 (Christmas Unit)								
	Nursery	Reception	1	2	3	4	5	6

	<p>Let's find out about the Christmas as Story.</p>	<p>Let's find out about the Christmas story. Let's find out about Christmas celebrations in Churches.</p>	<p>Why are gifts given at Christmas? To explain what Christmas is. To explain why gifts are given at Christmas. To know giving and receiving is important for Christians. To explain how Christians celebrate Christmas.</p>	<p>How and why is light important at Christmas? To know how light helps us and how light can be a symbol. To identify symbols of light and what they mean in birth stories. To know ways in which light is used at Christmas. To know about the</p>	<p>How and why is Advent important to Christians? To understand the symbolism of the Advent Ring. To understand what the season of Advent means for Christians today. To continue to reflect upon the</p>	<p>Why do Christians call Jesus the light of the world? To recall parts of the story of Jesus healing the blind man. To understand why Christians call Jesus the light of the world. To begin to understand the symbolism of light in a Christmas Service.</p>	<p>What are the themes of Christmas? To learn how Christmas is celebrated as both a religious and secular festival. To know some themes of Christmas. How can we see the themes of Christmas in the bible stories? To analyse the meaning of a popular Christmas carol.</p>	<p>What do the gospels tell us about the birth of Jesus? About the two versions of the birth of Jesus. About the significance of the two contrasting stories. To distinguish between the two birth stories.</p>
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			<p>To sequence the story of the Wise Men</p> <p>To know religious ideas and personal feelings can be expressed in a variety of ways</p> <p>To know that Christians believe that Jesus is God's gift to the world</p> <p>To reflect on their own</p>	<p>symbols of Christingle.</p>	<p>symbolism of light at Christmas.</p>		<p>To explain the importance of love at Christmas time in Christianity.</p> <p>To participate in a debate about whether the true meaning of Christmas is now lost.</p>	
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			feelings about giving and receiving					
Spring 1								
	Nursery	Reception	1	2	3	4	5	6
	Let's find out about the Bible. Let's hear some stories about Jesus (Jesus and Zacchaeus, Jesus calming	Let's find out about holy books (eg the Qur'an, the Torah, the Guru Granth Sahib). Let's hear some stories Jesus told (Lost Sheep, Lost Coin).	Why is Jesus special to Christians? To understand that people are special to others. To find out about the life of Jesus. To know what symbols	Why is the Bible special to Christians? To share what we already know about the Bible. To begin to understand why the Bible is important to Christians.	What can we learn about Christian worship and beliefs by visiting churches? To know about the meaning of everyday signs and symbols To explore meanings	What do Christians believe about Jesus? That Jesus was a historical figure. That there is no authentic visual image of Jesus. That expressions of Jesus'	What do Christians believe about God? Developing knowledge of Christian belief in God, meaning of life, life after death and how this affects how Christians feel and act: Belief, Expressions of	How and why do people care about the environment? To understand religious views on the environment To discuss different religious

	the storm).		<p>are important to Christians. To know that Jesus told stories and they have a message. To sequence a Christian story.</p>	<p>To answer questions about the story of Mary Jones. To retell the story of Mary Jones' Bible. To know how Christians use the Bible. To know how the Bible might help Christians. To reflect on the question: Is</p>	<p>within stories To understand how memories are linked to particular objects To know about some common symbols within a place of worship.</p>	<p>appearance reflect a variety of contextual characteristics. That pictures of Jesus tell us about people's personal beliefs about him About the importance for many believers of a personal image of Jesus To reflect on their own ideas of how Jesus</p>	<p>Belief, Impact of Belief</p>	<p>views on creation To compare positive and negative actions towards protecting the environment To explain how a person's religious views may impact their views on the environment</p>
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				the Bible true?		may have looked. To research a textual extract. To understand what the Gospels tell us about what Jesus was like. To present findings to the class. To summarise from the evidence what sort of person Jesus was. To select information to complete		
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						<p>sentences on why people did not trust Jesus. To present other people's views on Jesus. To reflect on their own image of Jesus' character based on the evidence they have studied. To understand the symbolic language</p>		
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						<p>used about Jesus. To think about the meaning of statements Jesus made about himself. To understand the Christian interpretation of the passages. To understand what Jesus was saying about himself. To recall points from the unit which help</p>		
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						to answer the question, 'What do we know about Jesus?' To reflect on their own response.		
Spring 2 (Easter Unit)								
	Nursery	Reception	1	2	3	4	5	6
	Let's find out about the Easter Story. 3	Let's find out about Easter celebrations in churches.	What is the Easter story? To know events that occur at Spring time. To understand symbols associated	How do Christians celebrate Easter? To know the key events of Holy Week. To understand Christian	What do Christians remember on Palm Sunday? To know about the events of Palm Sunday	Why is Lent such an important period for Christians? To understand how and why Shrove Tuesday is celebrated in the UK.	Why is the Last Supper so important to Christians? To use inference and deduction skills to make predictions about objects and symbols.	Why are Good Friday and Easter Day the most important days for Christians? To understand

			<p>with Easter.</p> <p>To understand events that occur at Easter.</p> <p>To understand parts of Easter.</p> <p>To retell the Easter story.</p> <p>To gain an understanding that Easter has contrasting emotions.</p>	<p>beliefs about Jesus.</p> <p>To understand the different practises that happen at Easter.</p> <p>To read texts about Easter and answer comprehension questions.</p> <p>To understand the emotions linked to Easter.</p>	<p>To know about the atmosphere and feelings of the crowd on Palm Sunday</p> <p>To know that emotions and feelings are involved with decisions and faith</p>	<p>To know why Christians celebrate Lent.</p> <p>To explain the key features of Ash Wednesday.</p> <p>To know the Easter story.</p> <p>To think in more detail about the role Judas played in the Easter story.</p> <p>To understand the events and emotions</p>	<p>To outline the events of Holy Week.</p> <p>To demonstrate knowledge of the events of Good Friday by writing in role.</p> <p>To understand the importance of Easter Sunday to Christians.</p> <p>To understand the Christian concepts of Easter.</p>	<p>the events of Holy Week.</p> <p>To understand the events of 'The Last Supper'.</p> <p>To use drama techniques to understand the thoughts and feelings of Jesus, Judas and the Disciples.</p> <p>To demonstra</p>
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						surrounding the crucifixion of Jesus.		te an understanding of 'The Last Supper' by writing in a role.
Summer 1								
	Nursery	Reception	1	2	3	4	5	6
	Let's find out about Christian baptism.	Let's find out about special buildings and worship there (eg mandir, church, synagogue, Buddhist rupas).	What does it mean to belong in Christianity ? To know about ways in which they belong To know how belonging	What can we learn from the story of The Venerable Bede? To know who The Venerable Bede was.	What do Hindus believe? Describe Hindu beliefs about God. Suggest meanings for some of the symbols	How and why do religious people show care for others? To understand how different religions all follow the	How do sikhs show commitment and belonging? To explain why it is important for Sikh's to show their commitment, and discuss some of the	So, what do we now know about Christianity ? (exploratio n through the concepts) Statutory Bridging Unit

			<p>is expressed and shown. To understand that there are a number of religions in the world to understand that religious people feel they belong to a faith To illustrate a sign of belonging To know about baptism</p>	<p>To Introduce stories about Bede and learn about his influence. That Bede was buried in Jarrow. That Bede's World is a museum which details his life and work.</p>	<p>connected with Hindu murtis.</p>	<p>golden rule to care for others. To understand the ten commandments Christians follow. To understand the purpose of celebrating Harvest Festival. To carry out an act of charity. To reflect upon an act of charity.</p>	<p>ways they may show this. To understand that Sikh's may show their commitment in different ways. To understand what it means to belong to a community.</p>	<p>Demonstrate more detailed knowledge and understanding of some of the beliefs and features of Christianity through the RE concepts. Demonstrate more detailed knowledge and understanding of belief in Christianity (God,</p>
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			<p>and Jesus's baptism story. To reflect on ways in which they belong and why this is special.</p>					<p>Jesus, love, forgiveness). Demonstrate more detailed knowledge and understanding of authority in Christianity and how this links to beliefs (Bible, Jesus).</p>
Summer 2								
	Nursery	Reception	1	2	3	4	5	6

	<p>Let's find out about Raksha Bandhan .</p>	<p>Let's find out about special buildings and worship there (eg mandir, church, synagogue, Buddhist rupas).</p>	<p>How and why is the home and synagogue important in Jewish life? To know that Jews have a distinctive pattern to the week, which is reflected in their lifestyle. To know that the Jewish symbol of the mezuzah contains a key belief.</p>	<p>What can we find out about our local faith communities? To know which faiths are celebrated in my community. To name holy days of local faiths. To make connections between their own feelings and experiences of celebration</p>	<p>What do Hindus believe? Describe simply Hindu belief in reincarnation, karma, ahimsa. Give examples of how these beliefs affect what Hindus do. Express their own views, giving plausible reasons to questions</p>	<p>Why do people go to Durham cathedral today? (or other places with significance for Christians) To know that the value placed on objects and experience varies, that there are links between what is valued and how people live their lives, that</p>	<p>Why do people use rituals today? To demonstrate understanding of meaning and importance of rituals in more than one religion, comparing similarities and differences in religious beliefs and expression: Belief, Expressions of Belief</p>	<p>So, what do we now know about Christianity ? (exploration through the concepts) Statutory Bridging Unit Demonstrate more detailed knowledge and understanding of impact of belief in Christianity (e.g. through</p>
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			<p>To know that the synagogue is the special place where Jews keep the Torah. To know how Jews show that the Torah is special. That it is important to respect other people's special places and the things which are precious to them.</p>	<p>s, and those of others. To identify and compare artifacts linked to local faith communities. To know the main stories concerning religious leaders in a particular religion.</p>	<p>raised, showing some awareness of differing views.</p>	<p>what people own and regard as precious reveals their priorities and underlying values. To classify different types of religious buildings and objects. To know that beliefs, ideas and feelings can be expressed in a variety of ways. To recall what sorts</p>	<p>Christian attitudes of love and care for others). Demonstrate more detailed knowledge and understanding of expressions of belief in Christianity (worship, ritual, symbols).</p>
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						<p>of things are found in religious buildings To know that religious buildings and objects have meanings for their users To give reasons for the relative significance of different objects and to relate them to religious teachings of Christianity</p>		
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						<p>To understand why members of different Christian religious groups ascribe meanings to objects</p> <p>To use metaphor and symbol as a way of explaining meaning •</p> <p>To know that religious objects and symbols carry multiple meanings</p>		
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						To reflect upon what a Christian building they have visited means to a believer		
Trips/ visitors:	<ul style="list-style-type: none"> •A display with the children, showing all the people who make up the community of the setting. •Share stories that reflect the diversity of children’s experiences. • Invite visitors from different cultural backgrounds. 	Local church Working with Jammi Arts to celebrate Diwali.	Local Church Working with Jammi Arts to celebrate Diwali.	Local Church Working with Jammi Arts to celebrate Diwali.				
Prior learning links or themes	<ul style="list-style-type: none"> Belonging Special relationships Celebrations Self-awareness People and communities 	Introduction to Christianity, special events, themes, customs and practices.	Celebrations such as Christmas and Easter. Knowledge of another religion, Judaism.	Christian customs and beliefs. Knowledge and understanding of Hinduism.				

<p>Key questioning</p>			<p>How and why do Christians celebrate Harvest? (could be asked within the unit on a church visit).</p> <p>What can we learn about Christianity from visiting a church?</p> <p>What do Christians believe about God?</p> <p>Why is the Bible special to Christians?</p> <p>Why is Jesus special to Christians?</p> <p>What is the meaning of Christmas? Why are gifts given at Christmas? How and why is light important at Christmas?</p>	<p>Christianity –</p> <p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p>What do Christians believe about Jesus?</p> <p>What do Christians believe about God?</p> <p>What do we know about the Bible and why is it important to Christians?</p> <p>How does the teaching and example of Jesus influence the way that Christians live their lives?</p> <p>What is the meaning of Christmas? How and</p>	<p>Christianity – (core religion)</p> <p>What can we learn about Christian symbols and beliefs by visiting churches?</p> <p>What do Christians believe about Jesus?</p> <p>What do Christians believe about God?</p> <p>What do we know about the Bible and why is it important to Christians?</p> <p>How does the teaching and example of Jesus influence the way that Christians live their lives?</p> <p>What can we learn about Christian faith through studying the lives of northern saints?</p>
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			<p>What can we learn from the story of Venerable Bede?</p> <p>What does it mean to belong in Christianity?</p> <p>What is the meaning of Easter? What is the Easter story? How do Christians celebrate Easter?</p> <p>Judaism (core religion)</p> <p>What do Jews believe about God as Creator?</p> <p>How do Jews show their beliefs in the home?</p>	<p>why is Advent important to Christians? Why do Christians call Jesus the light of the world? What are the themes of Christmas? What do the gospels tell us about the birth of Jesus?</p> <p>What is the meaning of Easter? What do Christians remember on Palm Sunday? Why is Lent such an important period for Christians? Why is the Last Supper so important to Christians? Why are Good Friday and Easter Day the most important days for Christians?</p> <p>Hinduism –</p> <p>How do Hindus worship? This question can be</p>	<p>So, what do we now know about Christianity? (Year 6 bridging unit)</p> <p>What is the meaning of Christmas? How and why is Advent important to Christians? Why do Christians call Jesus the light of the world? What are the themes of Christmas? What do the gospels tell us about the birth of Jesus?</p> <p>What is the meaning of Easter? What do Christians remember on Palm Sunday? Why is Lent such an important period for Christians? Why is the Last Supper so important to Christians? Why are Good Friday and Easter Day the</p>
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			<p>How do Jews celebrate Hanukkah?</p> <p>What can we learn from visiting a synagogue?</p>	<p>explored through the following supplementary questions:</p> <p>How do Hindus worship at home and in the mandir?</p> <p>How and why do Hindus celebrate Divali?</p> <p>What do Hindus believe and how does this affect the way they live their lives? This question can be explored through the following supplementary questions: What do Hindus believe about God?</p> <p>How do the beliefs of Hindus affect their actions?</p>	<p>most important days for Christians?</p> <p>Sikhism – (core religion)</p> <p>What do Sikhs believe and how are these beliefs expressed? This question can be explored through the following supplementary questions:</p> <p>What do Sikhs believe?</p> <p>Why are the Gurus special in Sikhism?</p> <p>How do Sikhs worship in the Gurdwara?</p> <p>How do Sikhs show commitment and belonging?</p> <p>How do Sikh beliefs affect actions?</p>
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				<p>What can we find out about a local Hindu community?</p>	<p>What can we find out about a local Sikh community?</p>
<p>More able challenge end point Mastery</p>	<p>EYFS Exceeding: UTW</p> <ul style="list-style-type: none"> • They understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect. <p>How to achieve this:</p> <ul style="list-style-type: none"> • Adult scaffolds during continuous provision • Enhancements to promote recording compositions • Displays in the EYFS environment 	<p>By the end of Key Stage 1 children will be able to:</p> <p>Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression. Identify what influences them, making links</p>	<p>By the end of Lower Key Stage 2, children will be able to:</p> <p>Use a developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences. They make links between them, and describe some similarities and differences both within and between religions. They describe the impact of religion on people's lives. They suggest meanings for a range of</p>	<p>By the end of Key Stage 2, pupils can:</p> <p>Use religious and philosophical vocabulary to give informed accounts of religions and beliefs, explaining the reasons for diversity within and between them. They explain why the impact of religions and beliefs on individuals, communities and societies varies. They interpret sources and arguments, explaining the reasons that are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.</p>	

	<ul style="list-style-type: none"> • Model of vocabulary/ question stems 	<p>between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.</p> <p>Pupils who excel in the RE curriculum objectives or are identified as having a specific talent or passion in RE will be supported and encouraged to reach their potential and access the best support possible.</p> <p>How to achieve this:</p>	<p>forms of religious expression.</p> <p>Pupils raise, and suggest answers to, questions of identity, belonging, meaning, purpose, truth, values and commitments. They apply their ideas to their own and other people's lives. They describe what inspires and influences themselves and others.</p> <p>Pupils who excel in the RE curriculum objectives or are identified as having a specific talent or passion in RE will be supported and encouraged to reach their potential and access the best support possible.</p> <p>How to achieve this:</p>	<p>They interpret the significance of different forms of religious, spiritual and moral expression. Use reasoning and examples to express insights into the relationship between beliefs, teachings and world issues. They express insights into their own and others' views on questions of identity and belonging, meaning, purpose and truth. They consider the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p> <p>Pupils who excel in the RE curriculum objectives or are identified as having a specific talent or passion in</p>

		<ul style="list-style-type: none"> • Communicate with parents about skills and talents • Encourage access to school based experiences (culture week, clubs) • Provide additional opportunities to engage in RE related trips, visits and events in the local area utilising local venues. • Provide opportunities to meet and learn about inspiring figures within the religious community. 	<ul style="list-style-type: none"> • Communicate with parents about skills and talents • Encourage access to school based experiences (culture week, clubs) • Provide additional opportunities to engage in RE related trips, visits and events in the local area utilising local venues. • Provide opportunities to meet and learn about inspiring figures within the religious community. 	<p>RE will be supported and encouraged to reach their potential and access the best support possible.</p> <p>How to achieve this:</p> <ul style="list-style-type: none"> • Communicate with parents about skills and talents • Encourage access to school based experiences (culture week, clubs) • Provide additional opportunities to engage in RE related trips, visits and events in the local area utilising local venues. • Provide opportunities to meet and learn about inspiring figures
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					within the religious community.
		<p>Children who are identified as working below ARE in RE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Plan; elements of which may be recommended by external agencies such as OT and Physio.</p> <p>It is also important to recognise that children identified as having SEND may not always be least able in RE and could in fact excel in the subject. Pupil's attainment will be assessed in a subject specific manner and based on their strengths rather than barriers.</p>			
Support for Least Able & End Points Children working below ARE		<p>With support pupils can:</p> <ul style="list-style-type: none"> Recognise and describe special times or events for family or friends. Show interest in different occupations 	<p>With support pupils can:</p> <p>Use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.</p> <p>Talk about their own experiences and feelings,</p>	<p>With (or without) support pupils can:</p> <p>Use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols.</p>	<p>With (or without) support pupils can:</p> <p>Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers'</p>

		<p>and ways of life.</p> <ul style="list-style-type: none"> • Know some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. • Enjoys joining in with family customs and routines. <p>How to achieve this:</p> <ul style="list-style-type: none"> • MTTYT • Modelling 	<p>what they find interesting or puzzling and what is of value and concern to themselves and to others.</p> <p>How to achieve this:</p> <ul style="list-style-type: none"> • Visual prompts • Artefacts • PowerPoints • Resource boxes for visual and kinaesthetic learners • Modelling • Picture prompts • Word mats and pre-teaching of key vocabulary • Small group with support • Group work rather than independent 	<p>They identify how religion is expressed in different ways.</p> <p>Ask, and respond sensitively to, questions about their own and others' experiences and feelings. They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong, they recognise their own values and those of others.</p> <p>How to achieve this:</p> <ul style="list-style-type: none"> • Visual prompts • Artefacts • PowerPoints • Resource boxes for visual and kinaesthetic learners 	<p>lives. They describe some forms of religious expression.</p> <p>Identify what influences them, making links between aspects of their own and others' experiences. They ask important questions about religion and beliefs, making links between their own and others' responses. They make links between values and commitments, and their own attitudes and behaviour.</p> <p>How to achieve this:</p> <ul style="list-style-type: none"> • Visual prompts • Artefacts • PowerPoints • Resource boxes for visual and kinaesthetic learners • Modelling • Picture prompts
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		<ul style="list-style-type: none"> • Next Steps planned carefully for individuals • Support materials for home e.g. Nursery rhymes • Opportunities to practise skills in CI time • Repetition • Revisit prior learning often 	<ul style="list-style-type: none"> • Revisit prior learning often 	<ul style="list-style-type: none"> • Modelling • Picture prompts • Word mats and pre-teaching of key vocabulary • Small group with support • Group work rather than independent • Revisit prior learning often 	<ul style="list-style-type: none"> • Word mats and pre-teaching of key vocabulary • Small group with support • Group work rather than independent • Revisit prior learning often
SEND: Engagement Model	For children with severe, profound and/or multiple learning difficulties working below National Curriculum standards and not engaged in subject specific study, the 'Engagement Model' will be used for assessment.				

**Children
working below
NC level**

The five areas of engagement are:

- **Exploration**
- **Realisation**
- **Anticipation**
- **Persistence**
- **Initiation**

This model will be used alongside children's individual EHCP and Pupil Progress Plans to plan for and assess children's progression across the bespoke curriculum that they are able to access in line with their strengths and needs.

RE contributes to the aims of the whole school curriculum and has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled.

RE helps to promote the spiritual, moral, cultural, mental and physical development of pupils, and prepares them for the opportunities, responsibilities and experiences of later life. Through RE pupils can develop skills e.g. discernment, critical thinking and reasoning.

RE gives opportunities for pupils to listen to others, hear and analyse conflicting viewpoints and develop empathy and respect.

RE, therefore, contributes to the development of the following:

- **Economic – as pupils develop skills in RE for adult life, employment and lifelong learning.**
- **Cultural – as pupils develop understanding of how religious traditions contribute to the cultural heritage in all its diversity.**

- **Social** – as pupils develop understanding of how religious identity and belonging are expressed, and consider their own participation in groups and communities.
- **Personal** – as pupils reflect on their own spiritual and moral ideas and those of others.

Intent

At Stanhope Primary, RE is based on 3 main elements:

- **Knowledge and Understanding of Religion**
- **Critical Thinking**
- **Personal Reflection**

Knowledge and Understanding of Religion

This is about what religion is and the impact it has for individuals and communities. It involves investigation of and enquiry into the nature of religion and beliefs.

Pupils will develop their knowledge and understanding of individual religions and distinctive religious traditions, and apply this to considering ways in which religions are similar to and different from each other. Older students will be able to connect significant features of religion together in a coherent pattern. All pupils will enquire into ultimate questions and ethical issues through their study of religious traditions.

Critical Thinking

Critical thinking requires pupils to use reason to analyse and evaluate the claims that religions make. Through learning in this way pupils have the opportunity to give opinions, support their ideas with reason, consider alternative arguments, weigh up evidence and listen to and respond to the views of others, so developing the ability to articulate their own views and form their own opinions.

Critical thinking requires pupils to be open minded and to value different types of reasoning including intuition e.g. the many differing reasons why people might hold onto a religious faith.

Personal Reflection

This develops pupils' ability to reflect on religion in relation to their own beliefs, values and experiences and the influence of these on their daily life, attitudes and actions. Personal evaluation is introspective, subjective and private. Pupils can make personal progress through reflection, empathy, developing respect and appreciation of others.

Implementation

At Stanhope Primary, we follow the Agreed Syllabus for Religious Education in South Tyneside (2020). The RE syllabus provides for a developmental approach to RE. Continuity and progression is achieved by building on the knowledge, understanding and skills that pupils gain across and between key stages.

The key focus for each key stage helps teachers to plan work that is appropriate for the age and ability of their pupils. The key focus for learning at each key stage is indicated through the three elements:

- Knowledge and Understanding of Religion
- Critical Thinking
- Personal Reflection

Each element builds on knowledge and skills from the previous key stage. For example, the table below shows the key words of progression across the key stages for Knowledge and Understanding of Religion:

Key focus of learning for Knowledge and Understanding of Religion	KS1 identify	Lower KS2 describe	Upper KS2 understand
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Teachers can use the key focus to build on previous knowledge and skills developed through the three elements, so enabling pupils to make progress.

Impact

Teaching staff and support staff use a wide range of formative assessment tools during the lesson to judge the impact that the teaching is having on the children's learning. Where it is evident that children have not developed a deep understanding of a concept, they will receive immediate intervention and/or verbal feedback.

At the end of a unit of work, teaching staff use their professional judgement to decide whether each pupil has achieved the level of knowledge, understanding and critical thinking required for the particular topic. The following table assists them in making this judgement:

	Knowledge & Understanding of Religion through the four concepts and developing the skills of investigation & enquiry, application & synthesis	Critical Thinking developing the skills of analysis, evaluation, interpretation and expression	Personal Reflection developing the skills of reflection & response and empathy
1	Pupils can recognise and name features of religious life and practice. They can recall religious stories, and recognise symbols, and other verbal and visual forms of religious expression.	Pupils talk about, what they find interesting or puzzling and what is of value and concern to themselves and to others.	Pupils reflect on their own feelings, ideas and values.
2	Pupils identify some beliefs and features of religion and their importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	In response to the religious material they learn about, children are able to express their views and give simple reasons to support these. Pupils recognise that some questions cause people to wonder and are difficult to answer.	In relation to the religious material studied children are able to reflect on their own feelings, ideas and values and be aware of the experiences and feelings of others.

3	<p>Pupils describe some of the beliefs and features of religion, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.</p>	<p>In response to the religious material they learn about, pupils are able to express their views and support them using a plausible reason or reasons. They show some awareness of other people's views. Pupils ask important questions about religion and beliefs.</p>	<p>In relation to religious material studied pupils are able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same. They reflect on what influences them, making links between aspects of their own and others' experiences.</p>
4	<p>Pupils can demonstrate understanding of some of the beliefs and features of religion through the RE concepts and make some links between them. They can describe some similarities and differences both within and between religions. They describe the impact of religions on people's lives. They suggest meanings for range of forms of religious expression.</p>	<p>In response to the religious material they learn about, pupils can express their own views using sound reasons. They show understanding of differing views and can give reasons to support an opposing view (i.e. they can see both sides of an argument).</p>	<p>In relation to religious material studied pupils can reflect on their own beliefs, ideas, feelings and values and develop empathy for people with differing beliefs and experiences.</p>

Pupils are expected to achieve the following levels by the end of each key stage:

Pitch and key focus	KS1	Lower KS2	Upper KS2
Expected level for most pupils by end of key stage:	2	3	4