



Progression in Religious Education at St Michael's CE Primary School



RELIGIOUS EDUCATION

Diocesan Agreed Syllabus Expectations

The principal aim of RE is to enable pupils to hold balanced and informed conversations about religion and belief

Aims and purposes of Religious Education in the Church school.

This principal aim incorporates the following aims of Religious Education in Church schools:

- 'To enable pupils to know about and understand Christianity as a living faith that influences the lives of people worldwide and as the religion that has most shaped British culture and heritage.
- To enable pupils to know and understand about other major world religions and non-religious worldviews, their impact on society, culture and the wider world, enabling pupils to express ideas and insights.
- To contribute to the development of pupils' own spiritual/philosophical convictions, exploring and enriching their own beliefs and values.

Appropriate to their age at the end of their education in Church schools, the expectation is that all pupils are religiously literate and as a minimum pupils are able to:

- Give a theologically informed and thoughtful account of Christianity as a living and diverse faith.
- Show an informed and respectful attitude to religions and non-religious worldviews in their search for God and meaning.
- Engage in meaningful and informed dialogue with those of other faiths and none.
- Reflect critically and responsibly on their own spiritual, philosophical and ethical convictions.'



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Statutory and Non-Statutory Frameworks:

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Development Matters:	Development Matters:	Diocesan Agreed Syllabus Pupils should be taught about:		Diocesan Agreed Syllabus Pupils should be taught about:			
<p>Communication and Language Enjoy listening to longer stories and can remember much of what happens Use a wider range of vocabulary Be able to express a point of view Understand how to listen carefully Learn new vocabulary Ask questions to find out more</p> <p>Personal, Social and Emotional development Develop their sense of responsibility and membership of a community Increasingly follow rules, understanding why they are important Talk about feelings</p>	<p>Communication and Language Articulate their ideas and thoughts in well-formed sentences Engage in storytimes Listen to and talk about stories Retell the story Use new vocabulary</p> <p>Personal, Social and Emotional development Build constructive and respectful relationships Express their feelings and consider the feelings of others Listen attentively, move to and talk about music, expressing their feelings and responses Watch and talk about dance and performance art,</p>	<p>Making Sense of Beliefs Identify the core beliefs and concepts studied and give a simple description of what they mean. Give examples of how stories show what people believe (e.g. the meaning behind a festival) Give clear, simple accounts of what stories and other texts mean to believers</p> <p>Understanding the Impact Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities • Give examples of ways in which believers put their beliefs into practice</p> <p>Making Connections Think, talk and ask questions about whether the ideas they have been studying have something to say to them Give a good reason for the views they have and the connections they make.</p>	<p>Making Sense of Beliefs Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts studied Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers.</p> <p>Understanding the Impact Make simple links between stories, teachings and concepts studied and how people live, individually and in communities Describe how people show their beliefs in how they worship and in the way they live Identify some differences in how people put their beliefs into practice</p> <p>Making Connections Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live</p>	<p>Making sense of belief Identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts Taking account of the context(s), suggest meanings for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.</p> <p>Understanding the Impact Make clear connections between what people believe and how they live, individually and in communities. Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures</p> <p>Making Connections</p>			



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<p>Understand gradually how others will be feeling</p> <p>Understanding the World</p> <p>Begin to make sense of their own life story and family history</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Talk about members of their immediate family and community</p>	<p>expressing their feelings and responses</p> <p>Understanding the World</p> <p>Talk about members of their immediate family and community</p> <p>Understand that some places are special to members of their community</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Explore the natural world around them</p>	<p>Talk about what they have learned</p>	<p>Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</p> <p>Give good reasons for the views they have and the connections they make</p> <p>Talk about what they have learned and if they have changed their thinking</p>	<p>Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</p> <p>Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently.</p> <p>Consider and weigh up how ideas studied relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make.</p> <p>Talk about what they have learned, how their thinking may have changed and why</p>
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Religious Education at St Michael's CE Primary School

As a Church of England school, RE is core within our curriculum offer. Our RE curriculum enables children to hold balanced and informed conversations about religion and belief. They will understand Christianity as a living faith that influences the lives of people around the world and has shaped British culture and heritage. Children will know and understand about other major world religions, their impact on society, culture and the wider world – enabling children to express ideas and insights. RE will contribute to the development of children's own spiritual convictions, exploring and enriching their own beliefs and values.



Big Ideas

Making sense of beliefs

- Identifying and making sense of core religious concepts and beliefs and what they mean
- Recognising how and why sources of authority and used and interpreted in different ways

Understanding the impact

- Examining how and why people put their beliefs into action in diverse ways and within everyday lives.

Making connections

- Reasoning about, reflecting on and evaluating concepts, beliefs and practices.
- Challenge ideas and thinking
- Understand connections between ideas and own lives

'RE is like an iceberg. As you unpack the ideas, you come to understand deeper meaning.'

Anon.



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, statistics

Art – religious art

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.
- End of unit quizzes

Support

For staff:

- Diocesan [RE Syllabus](#)
- Subject associations – [NATRE](#)
- [Understanding Christianity](#)

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Texts / resources chosen which are accessible



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Music – religious music	<ul style="list-style-type: none"> Higher order thinking tasks 	<ul style="list-style-type: none"> Children requiring support do not miss the same lesson every week
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Long term plan over a 2-year cycle:

Year A September 2022 and then September 2024

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	<i>F4: Being special: where do we belong?</i>	Incarnation F2 <i>Why do Christians perform Nativity plays at Christmas?</i>	<i>F5: Which places are special and why?</i>		<i>F6: Which stories are special and why?</i>	
KS1	1.10 How should we care for the world and for others, and why does it matter?	1.9 What makes some places sacred to believers? (Geog, Art, Computing)	Gospel 1.4 What is the good news Jesus brings? (RE)	Salvation 1.5 Why does Easter matter to Christians? (Digging Deeper)	1.7 Who is Jewish and how do you live? 10-12 hrs (digging deeper) Shabbat	1.8 Who am I? What does it mean to belong?
LKS2	Incarnation / God L2A.3 What is the Trinity? (Baptism)	Gospel L2A.4 What kind of world did Jesus want?	<i>L2.9 What are the deeper meanings of festivals?</i>	Kingdom of God L2A.6 When Jesus left what was the impact of Pentecost?	L2.8 What does it mean to be a Hindu in Britain today? (digging deeper) Divali	
UKS2	U2B.1 What does it mean if God is holy and loving?	U2B.8 What kind of king is Jesus?	People of God U2B.3 How can following God bring freedom and justice?	Salvation U2B.7 What difference does the resurrection make to Christians?	U2.11 Why do some people believe in God and some people not?	U2.13 Why is pilgrimage important to some religious believers?



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Year B September 2023 and then 2025

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	God/Creation F1 <i>Why is the word God so important to Christians?</i>		Jesus' life and stories		F6: Which stories are special and why?	
KS1	Creation 1.2 <i>Who do Christians say made the world?</i>	Incarnation 1.3 Why does Christmas matter to Christians?	God 1.1 What do Christians believe God is like?	Salvation 1.5 Why does Easter matter to Christians?	1.7 Who is Jewish and how do you live? Succoth	
LKS2	Creation / Fall L2A.1 What do Christians learn from the creation story? + <i>digging deeper</i>		People of God L2A.2 What is it like to follow God?	Salvation L2A.5 Why do Christians call the day Jesus died Good Friday	L2.7 What does it mean to be a Hindu in Britain today? Holi	L2.10 How and why do believers show their commitments during the journey of life?
UKS2	Gospel U2B.5 What would Jesus do?	Incarnation U2B.4 Was Jesus the Messiah?	U2B.2 Creation and Science: conflicting or complementary? (Sci)	Salvation U2B.6 What did Jesus do to save human beings?	U2.9 What does it mean for Muslims to follow God?	



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Skills of a Theologian

Skills are progressive and children build upon these over the key stages:

God, church, Creator, create, heaven, earth, universe, Harvest, Prayer, pray, story, Jesus, Bible, Islam, Qur'an, unique, valuable, special, events, Jewish, belief, disciples, friends, baptism, symbols, Hinduism, worship, places, church, nature, natural world, feelings, thoughts, Mary and Joseph, birth, nativity, celebrate, Christian, Christmas.

Creation, creator, Bible, Christians, God, World, Genesis, Parable, loving, forgiving, sorry, Judaism, Jewish, Jew, Shema, Mezuzah, Shabbat, Hannukah, Sukkot, Christmas, Advent, Jesus, Christ, Gospel, Nativity, Salvation, Spring, Easter, Jerusalem, Mount of Olives, crucifixion, tomb, Mary Magdalene, Holy Week, Uniqueness, charity, Samaritan, global, Tikkun olam, Tu B'Shevat,

LKS2

Brahman, Svetaketu, Trimurti, Murtis, Karma, puja, Bhajan, Mandir, Creation, creator, create, steward, relationship, Bible, Old Testament, Noah, Genesis, God, pact, command, worship, covenant, promises, Bible, Holy Week, Mary (mother of Jesus), Jerusalem, Palm Sunday, Good Friday, Easter Sunday

UKS2

Muslim, Allah, Tawhid, Muhammad: Qur'an, Five Pillars of Islam, Mecca, Pilgrimage, Hajj, Mosque, Sunnah, Hadith, Sadaqah, Death, resurrection, New Testament, sacrifice, sin, Holy Communion, Eucharist, The Wise and Foolish Builders, The Sermon on the Mount, The Centurion's Servant, Incarnation, Messiah, Gospel, Prophecy, theist, agnostic, atheist



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Skills Progression	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Making sense of belief</p> <p>Identifying and making sense of core religious and non-religious beliefs, understand what these beliefs mean within their traditions, recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways and developing skills of interpretation</p>	<p>Can explain how to use the name God and why God is important</p> <p>Can explain a favourite story and say what they like</p> <p>Talk about who the story is about</p> <p>Explain if the story is about God</p> <p>Can talk about who they care about and how they show it.</p> <p>Can talk about somewhere special to themselves</p> <p>Can talk about their feelings and thoughts.</p> <p>Can talk about what they like about nature and the world.</p> <p>Knows some stories about Jesus</p> <p>Jesus is not just a special baby but God on earth</p> <p>Can talk about Jesus' parents</p> <p>Talk about the Bible as a book</p>	<p>Creation as the start of the Bible</p> <p>Talk about thanking God for Creation</p> <p>Recall the Creation story / Easter Story</p> <p>Talk about parables (Lost Son)</p> <p>Discuss what God is like</p> <p>Talk about communities</p> <p>What is important in a community</p> <p>Say what Jesus taught about loving other people</p> <p>Can describe what words they would like to have displayed in their home and why.</p> <p>Talk about prayer</p> <p>Describe times of rest</p> <p>How stories used in celebrations remind people what God is like (Shabbat/Sukkot)</p> <p>Recall events in the Nativity</p> <p>Introduce big story</p> <p>Incarnation and Salvation</p>	<p>Experience, discuss and describe creation</p> <p>Ask questions about Creation</p> <p>How God intends people to live in his creation</p> <p>Talk about parables and their meaning (Lost Son)</p> <p>Recall stories</p> <p>Explain how parable suggests how God is like a loving parent</p> <p>Know loving others is important to lots of communities</p> <p>Recall what Jesus taught about loving others and what other religious leaders teach</p> <p>Explore how rest encourages reflection (Jewish religion)</p> <p>Ask questions about what Jewish people celebrate and why</p> <p>Give clear account of</p>	<p>Identify Hindu deities</p> <p>Talk about duties they have now compared to when they get older</p> <p>Use knowledge of the 'big story' to put God and Creation on timeline.</p> <p>Can talk about what makes the world wonderful</p> <p>Can talk about their own creations and how they feel about them</p> <p>Can talk about the story of Noah</p> <p>Use timeline to place Creation Fall</p> <p>Incarnation Gospel Salvation</p> <p>Retell story of Holy Week using artefact prompts</p> <p>Talk about Holy week and its importance</p> <p>Know what the Gospels contain</p>	<p>Describe Hindu beliefs about God (eg Braham, Trimurti)</p> <p>Can explore qualities of each of the deities</p> <p>Can explain what Christians believe about God and Creation and make links to Genesis 1</p> <p>Can tell some of the story of the people of God</p> <p>Use timeline to place Creation Fall</p> <p>Incarnation Gospel Salvation</p> <p>Use timeline to place Creation Fall</p> <p>Incarnation Gospel Salvation</p> <p>Retell the story of Holy week discussing emotions</p> <p>Give examples of what the text studied mean to some Christians.</p> <p>Know the difference between the</p>	<p>Can identify and talk about Muslim beliefs</p> <p>Can talk about how Muslim sources guide the way lives are lived.</p> <p>Talk about timeline of 'big story' and incarnation and salvation and Messiah</p> <p>Retell the events leading to Jesus' death</p> <p>Know the Gospels give accounts of Jesus death and resurrection</p> <p>Talk about parables as a feature of the Gospel texts</p> <p>Retell a story Jesus told</p> <p>Know some prophecy texts which talk about the coming of the Messiah</p> <p>What kind of Saviour was Jesus?</p> <p>Talk about why some people might not think he was.</p> <p>Explore creation on the 'big story' timeline.</p>	<p>Can identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message).</p> <p>Can talk about how Muslim sources guide the way lives are lived.</p> <p>Talk about timeline of 'big story' and incarnation and salvation and Messiah</p> <p>Explore Jesus' death as a sacrifice using theological terms</p> <p>Talk about the features of the Gospel texts such as parables, teachings and narratives.</p> <p>Retell and explain some stories Jesus told</p> <p>Explain what the prophecy texts tell us about what the Messiah will be like</p> <p>Talk about whether Jesus fits these expectations</p>



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Skills Progression	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Nativity story is about Jesus' birth	Can explain how people are unique Discuss importance of friendship Identify a story which illustrates uniqueness or friendship	God came to earth as Jesus to bring Good News Recognise stories of Jesus birth come from the Gospels Recall 'big story' incarnation and salvation Recognise link between Easter and Salvation Identify a Bible story which illustrates uniqueness or friendship		Gospels and a letter Talk about what the texts of the Gospel mean to Christians today	Recall text of Genesis Talk about the idea of scientific account of cosmology and evolution Recall Christians celebrate God as creator through Harvest Talk about acceptance of evolution by the church Talk about term 'atheist' Explain what religious and non-religious believe about God Explore reasons Explore biblical texts which describe God	Talk about Genesis and its purpose Explain creation on the 'big story' timeline and recall text of Genesis Talk about the idea of scientific account of cosmology and evolution Develop questions relating to the beginning of the universe and life Talk about Scientists who are also Christians Talk about and define terms 'theist' 'atheist' and 'agnostic' Say examples of statements that reflect these beliefs Can discuss ideas about God using theological terms
Understanding the impact Examining how and why people put their beliefs into action within their everyday lives, within their communities and the wider world.	Explain features of a celebration such as Harvest Can explain why Christians pray in church Can explain an event which made them feel special Can explain what	Give examples of how Christians and Jews can show care for the natural earth. Talk about what God behaves like and how we should behave Can say how I feel a sense of belonging	Say why Christians and Jews might look after the natural world. Explain God's behaviour in stories with examples and how that impacts us Say which ceremonies	Explain what a believer might learn from a religious story. Use religious words to describe some of the different ways in which people show their beliefs.	Ask questions about who we are and where we belong Can say how Christians behave because they believe God is the creator of the world	Talk about Muslim worship Compare Jesus' death and the Lord's supper Can talk about how and why Jesus died for us Talk about Jesus as the good news and how Christians live in	Connect Muslim beliefs and worship (mosques, art etc) Can explain how Muslim's put beliefs into practice Talk about the connections between the Christian belief in Jesus' death as a sacrifice and how



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Skills Progression	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<p>happens at a baptism.</p> <p>Can explain how a baby is welcomed into a religion.</p> <p>Can explain that there are places people go to worship</p> <p>Can talk about how people celebrate Christmas</p>	<p>Can say how people are welcomed in different ways</p> <p>How do people celebrate.</p> <p>Christians use the story of the Nativity to determine their actions</p> <p>Give an example of how Christians show belief at Easter</p> <p>Can explain how in school/home people care for each other</p> <p>Say how you can care for the natural world</p>	<p>Christians and Jews have to welcome people or celebrate special times (Shabbat/Sukkot)</p> <p>How people remember God in different ways</p> <p>Christians use story of Nativity to guide their beliefs</p> <p>Give three examples of how Christians show belief in worship</p> <p>Can explain link a story to show care</p> <p>Explain why Christians or Jews may look after the natural world</p>	<p>Can explain what Christians learn from the creation story</p> <p>Can talk about promises of Noah and how they can relate that to the promises they make</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship</p> <p>Talk about how the Trinity in prayer</p>	<p>Ask questions and suggest answers about what might be important in the Creation story for people today</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Talk about how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p>	<p>the Christian community</p> <p>Can explain how Christians put their belief about Jesus' incarnation into practice when the celebrate Christmas.</p> <p>Talk about what people believe about God and impact on how they live</p> <p>Talk about how challenging or rewarding belief in God can be</p> <p>Can find out how Cathedrals tell us what Christians believe about God</p>	<p>Christians celebrate Holy Communion/Lord's Supper.</p> <p>Explain how Christians put beliefs into practice</p> <p>Talk about the Gospels, Jesus as the good news and how that impacts on Christian lives</p> <p>Talk about how people sometimes disagree about what God is like</p> <p>Explain different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Can consider the words of hymns and the impact on worshippers</p>



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Skills Progression	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p style="text-align: center; font-size: 1.2em; margin: 0;">Making connections</p> <p style="font-size: 0.8em; margin: 0;">Reasoning about, reflecting on, evaluating and connecting the concepts, beliefs and practices studied allowing pupils to challenge ideas and possible connections between these ideas and pupils own lives and ways of understanding the world</p>	<p>Throughout Make Sense & Und Impact - Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Talk about how they and others show feelings.</p>	<p>Think and talk about living in an amazing world</p> <p>What can we learn from stories</p> <p>Talk about situations in school that reflect learning</p> <p>Talk about communities they are part of and what they enjoy</p> <p>What prayer is like in school</p> <p>Explain what has been learned</p> <p>Christmas as a time to be thankful</p> <p>What happens in a church at Christmas</p> <p>Talk about what Easter means to them</p> <p>Give reasons why everyone should care for each other and the natural world</p>	<p>Discuss respect for the natural world and how they should live in it</p> <p>How can we learn from stories</p> <p>Talk about situations in school that reflect learning</p> <p>Talk about what is good about being part of a community for people of faith and themselves</p> <p>Explain clearly what has been learned</p> <p>Talk about what to be thankful for at Christmas</p> <p>Advent as a time for preparation</p> <p>Ask questions about what feelings the Easter story touches on</p> <p>Does belief in God help people care for each other or the natural world</p>	<p>Consider the way people behave and think and how it links to what I consider important</p> <p>Can describe what similarities and differences with family values, and community and home rituals of pupils in the class</p> <p>Make links between the story of Noah and how we live in school</p> <p>Explain importance of Easter to Christians today</p> <p>Talk about Bible texts they know and what it tells people about God</p>	<p>Talk about what good things come from sharing in worship and rituals in family and community.</p> <p>Can discuss responsibilities of stewardship</p> <p>Make links between the story of Noah and how we live in the wider world.</p> <p>Ask questions about the moral decisions people make and the impact it can have especially referencing religious beliefs</p> <p>Link stories and teachings in Bible to life in the world today expressing their own ideas</p> <p>Talk about Bible texts they know and what it tells people about God</p> <p>Talk about their own ideas of what God of Christianity is like.</p>	<p>Talk about Muslim beliefs and how people live</p> <p>Talk about the values of submission, obedience, generosity, self-control and worship in the lives of Muslims today</p> <p>Can they recall teachings and stories about peace and forgiveness or healing?</p> <p>Talk about the idea that Jesus is the Messiah is important today.</p> <p>Talk about what questions have arisen from Genesis</p> <p>Discuss how ideas of God influence people today</p>	<p>Make clear connections between Muslim beliefs studied and Muslim ways of living in Britain/the North East today.</p> <p>Talk about values and how they apply to non-Muslims</p> <p>Can they relate biblical teachings and ideas to issues or problems in their own lives or community and offer their thoughts.</p> <p>Can explain that if Jesus is the Messiah how it can make a difference in people's lives and the world today. Explore whether Genesis is in conflict or complementary with scientific view</p> <p>Be able to discuss whether God can be both holy and loving and which would impact in the world today.</p>



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Promoting SMSC and British Values in Religious Education

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • Discuss and reflect upon key questions of meaning. • The enquiries provide opportunities to reflect on concepts and how these are relevant to the children's lives. • Learn and reflect upon important concepts, experiences and beliefs which are at the heart of religious traditions and practices in lessons and as part of collective worship. • Consider how beliefs and concepts in religion may be expressed through the creative and expressive arts. • Consider how religions perceive the values of human beings and their relationships with one another, with the natural world and with God. 	<ul style="list-style-type: none"> • Value diversity and engage in issues of truth, justice and trust. • Explore the influence on moral choices of family, friends and the media and how society is influenced by beliefs, teachings, sacred texts and guidance from religious leaders. • Consider what is of ultimate value to pupils through studying the key beliefs and teachings from religion on values and ethical codes of practice. • Study a range of moral issues, including those that focus on justice, to promote racial and religious respect. 	<ul style="list-style-type: none"> • Consider how religious beliefs lead to particular actions and concerns. • Investigate social issues from religious perspectives, recognising diversity of viewpoint within and between religions. 	<ul style="list-style-type: none"> • Promote cultural understanding from a religious perspective through encounters with people, literature, the creative and expressive arts and resources from differing cultures. • Consider the relationship between religion and cultures and how religious beliefs contribute to cultural identity and practices • Promote racial harmony and respect for all, combating prejudice and discrimination. • Visitors to school Handling artefacts



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Democracy	The Rule of Law	Individual Liberty	Respect	Tolerance of those with different faiths
<ul style="list-style-type: none"> ○ Group work and enquiry- peer group interaction ○ Teaching about rules, laws, models of decision making, power and democracy. ○ Actively modelling democratic processes including debates and the freedom of speech. 	<ul style="list-style-type: none"> ○ Techniques for lessons to promote respect, listening as well as making contributions and responding constructively to others. ○ Stories used in RE actively promote respect and fairness. ○ School values promote fairness and value the contribution of all class members equally. 	<ul style="list-style-type: none"> ○ Consideration of freedom and responsibility. ○ Understanding of choices and the impact that choices can have on others and the consequences of making individual choices. ○ Exploration of how religious beliefs can guide choices for some people 	<ul style="list-style-type: none"> ○ Through learning about religions, children are encouraged to develop respect for the beliefs of others. ○ Discussions are undertaken in such a way that respect is shown for all opinions. ○ Children are encouraged to understand that it is alright to have different beliefs and opinions but that everyone is entitled to their opinion 	<ul style="list-style-type: none"> ○ Understand what makes for good relationships with others. ○ Self-awareness leading onto awareness of others and tolerance of others/difference. ○ Emotional intelligence developed through self-awareness and empathy.