



Weaverthorpe Church of England Voluntary Controlled Primary School

Progression in Religious Education

Our Curriculum Intent

Religious Education in Church of England Schools – A Statement of Entitlement

Religious education in a Church school should enable every child to flourish and to live life in all its fullness. (John 10:10). It will help educate for dignity and respect encouraging all to live well together.

'Such an approach is offered through a commitment to generous hospitality, being true to our underpinning faith, but with a deep respect for the integrity of other religious traditions (and worldviews) and for the religious freedom of each person.'

A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools, including academies and free schools, to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain. Central to religious education in Church schools is the study of Christianity as a living and diverse faith, focused on the teaching of Jesus and the Church. There is a clear expectation that as inclusive communities, church schools provide sequenced learning about a range of religions and worldviews fostering respect for others.

In voluntary controlled schools with a religious character, RE must be taught according to the locally agreed syllabus for RE. In response to this, Weaverthorpe Church of England (VC) school will follow North Yorkshire Agreed Syllabus (2019 - 2024). We will also supplement this with Understanding Christianity units to develop a deep understanding of Christianity as a living and diverse religion.

The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own (NYAS 2019-2024).

In our delivery of the Religious Education curriculum we closely mirror the 'Aims of R.E' in the syllabus we follow.

The curriculum for RE aims to ensure that all pupils:

Know about and understand a range of religions and worldviews, so that they can:

- describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals
- identify, investigate and respond to questions posed, and responses, offered by some of the sources of wisdom found in religions and worldviews
- appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.

Express ideas and insights about the nature, significance and impact of religions and worldviews, so that they can:

- explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities
- express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues
- appreciate and appraise varied dimensions of religion.

Gain and deploy the skills needed to engage seriously with religions and worldviews, so that they can:

- find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
- enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
- articulate beliefs, values and commitment.

Implementation – Progression in Religious Education – North Yorkshire Agreed Syllabus (2019 – 2024)

Aim	EYFS – Linked to ELG’s 2021	KS1	KS2
<p>A-Know about and understand a range of religions and world views</p>	<p>Communication and Language Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>A1 – Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out the meanings behind them. A2- Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. A3 – Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p>	<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>
<p>B - Express ideas and insights about nature, significance and impact of religions and world views.</p>	<p>Express their ideas and feelings about their experiences using full sentences</p> <p>Personal, Social and Emotional Development Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others’ needs.</p> <p>Literacy Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced Use and understand recently introduced vocabulary during discussions about stories, nonfiction</p>	<p>B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. B2- Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. B3- Notice and respond sensitively to some similarities between different religions and worldviews.</p>	<p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities. B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives. B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews</p>
<p>C- Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<p>Understanding of the World Talk about the lives of the people around them and their roles in society 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.</p> <p>Expressive art and design Share their creations, explaining the process they have used. Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<p>C1- Explore questions about belonging, meaning and truth so they can express their own ideas and opinions and responding in words, music, art or poetry. C2- Find out about and respond with ideas to examples of co-operation between people who are different. C3- Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect C3. Discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>

Implementation - Progression in Religious Education – Understanding Christianity

Aims	EYFS	KS1	LKS2	UKS2
<p>1 Making sense of the text. Developing skills of reading and interpretation; understanding how Christians interpret, handle, and use biblical texts; making sense of meanings of texts for Christians.</p>	<p>Communication and Language Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full sentences</p> <p>Personal, Social and Emotional Development Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Show sensitivity to their own and to others' needs.</p>	<ul style="list-style-type: none"> • Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. • Identify at least two different types of texts from the Bible; for example, a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. • Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. • Give clear, simple accounts of what the texts mean to Christians. 	<ul style="list-style-type: none"> • Order at least five key concepts within a timeline of the Bible's 'big story'. • List two distinguishing features of at least three different types of biblical text; for example, Gospel, parable, letter. • Make clear links between biblical texts and the key concepts studied. • Offer suggestions about what texts might mean and give examples of what the texts studied mean to some Christians 	<ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. • Identify at least five different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and the key concepts studied, using theological terms. • Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations
<p>2 Understanding the impact Examining ways in which Christians respond to biblical texts and teachings, and how they put their beliefs into action in diverse ways within the Christian community and in the world.</p>	<p>Literacy Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary during discussions about stories, nonfiction</p> <p>Understanding of the World Talk about the lives of the people around them and their roles in society 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.</p>	<ul style="list-style-type: none"> • Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. • Give at least three examples of how Christians put their beliefs into practice in church worship 	<ul style="list-style-type: none"> • Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. • Describe how Christians show their beliefs in worship and in the way they live. 	<ul style="list-style-type: none"> • Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. • Show how Christians put their beliefs into practice in different ways; for example, in different denominations.
<p>3 Making connections Evaluating, reflecting on and connecting the texts and concepts studied, and discerning possible connections between these and pupils' own lives and ways of understanding the world.</p>	<p>Expressive art and design Share their creations, explaining the process they have used. Invent, adapt and recount narratives and stories with peers and their teacher.</p>	<ul style="list-style-type: none"> • Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<ul style="list-style-type: none"> • Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> • Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

Implementation – Weaverthorpe C of E School Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/KS1 – Year A	UC F1 Creation Why is the word 'God' so important?	UC F2 Incarnation Why do Christians perform nativity plays at Christmas?	1.2 Believing Who is a Muslim and what do they believe?	UC F3 Salvation Why do Christians put a cross in an Easter garden?	1.5 Expressing What makes some places sacred to Christians, Muslims and Jews?	UC 1.1 God What do Christians believe God is like?
EYFS/ KS1 – Year B	UC 1.2 Creation Who made the world?	UC 1.3 Incarnation Why does Christmas matter to Christians?	1.4 Expressing What can we learn from sacred books? (Bible, Qur'an and Torah)	UC 1.5 Salvation Why does Easter matter to Christians?	1.6 Expressing How and why do we celebrate special and sacred times? (Christian, Muslim & Jew)	UC 1.4 Gospel What is the good news that Jesus brings?
KS2 – Year A	L2.1 Believing What do different people believe about God? (Christian, Hindu, Muslim)	UC 2a.3 Incarnation What is the trinity?	L2.9 Living What can we learn from religions about doing what is right and wrong? (Christian, Jew, Humanist)	UC 2a.5 Salvation Why do Christians call the day Jesus died Good Friday?	L2.5 Expressing Why are festivals important to religious communities? (Christian, Hindu, Muslim, Jew)	UC 2a.2 People of God What is it like to follow God?
KS2 – Year B	U2.1 Believing Why do some people think God exists? (Christian & Humanists)	UC 2b.4 Incarnation Was Jesus the Messiah?	U2.7 Living What matters most to Christians and Humanists	UC 2b.6 Salvation What did Jesus do to save human beings?	U2.4 Expressing If God is everywhere, why go to a place of worship? (Christian, Hindu, Jew)	UC 2b.3 People of God How can following God bring freedom and justice?
KS2- Year C	L2.8 Living What does it mean to be a Hindu in Britain?	UC 2a.4 Gospel What kind of world did Jesus want?	L2.6 Expressing Why do some people think life is like a journey & what significant experiences mark it? (Christian, Hindu, Humanist)	UC 2a.6 Kingdom of God When Jesus left, what was the impact of Pentecost?	L2.4 Expressing Why do people pray? (Christina, Hindu, Muslim)	UC 2a.1 Creation What do Christians learn from the creation story?
KS2 – Year D	U2.6 Living What does it mean to be a Muslim in Britain?	UC 2b.5 Gospel What would Jesus do?	U2.5 Expressing Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christian, Muslim, Humanist)	UC 2b.8 Kingdom of God What kind of king is Jesus?	U2.3 Believing What do religions say to us when life gets hard? (Christina, Hindu, Humanist)	UC 2b.2 Creation Creation and science: conflicting and complementary

UC = Understanding Christianity	NYCC Syllabus: Believing	NYCC Syllabus: Expressing	NYCC Syllabus: Living
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Implementation – Progression towards end of Key Stage Outcomes

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/KS1 Unit	UC F1 Creation Why is the word 'God' so important?	UC F2 Incarnation Why do Christians perform nativity plays at Christmas?	1.2 Believing Who is a Muslim and what do they believe?	UC F3 Salvation Why do Christians put a cross in an Easter garden?	1.5 Expressing What makes some places sacred to Christians, Muslims and Jews?	UC 1.1 God What do Christians believe God is like?
Learning outcomes intended to help learners achieve end of year outcomes.	<p><i>Know that, for Christians, the word 'God' is the name of someone very important which should be respected. Know that the Bible begins with God creating the world.</i></p> <p><i>Understand that Christians say and sing words of praise and worship to God. Talk about what a Bible story means to Christians about God.</i></p> <p><i>Give an example of how Christians thank God for their world.</i></p> <p>KS1 to revisit taught concepts and use digging deeper objectives to further learning.</p>	<p><i>Know Christians say Jesus was a special baby because he came from God.</i></p> <p><i>Re-tell the nativity story simply.</i></p> <p><i>Give at least two examples of what Christians do to celebrate Christmas.</i></p> <p><i>Understand that, for Christians, singing carols and performing nativity plays is about telling the good news of God coming to earth.</i></p> <p><i>Link the giving of presents at Christmas time to God's gift to the world –Jesus.</i></p> <p>KS1 to revisit taught concepts and use digging deeper objectives to further learning.</p>	<p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p>	<p><i>Re-tell the Easter story simply.</i></p> <p><i>Give at least two examples of what Christians do to celebrate Easter.</i></p> <p><i>Link the giving of eggs at Easter time to Jesus's new life.</i></p> <p><i>Understand that the cross symbolises forgiveness.</i></p> <p>KS1 to revisit taught concepts and use digging deeper objectives to further learning.</p>	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</p> <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>

Implementation – Progression towards end of Key Stage Outcomes

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS/KS1 Unit	UC 1.2 Creation Who made the world?	UC 1.3 Incarnation Why does Christmas matter to Christians?	1.4 Expressing What can we learn from sacred books? (Bible, Qur'an and Torah)	UC 1.5 Salvation Why does Easter matter to Christians?	1.6 Expressing How and why do we celebrate special and sacred times? (Christian, Muslim & Jew)	UC 1.4 Gospel What is the good news that Jesus brings?
Learning outcomes intended to help learners achieve end of year outcomes.	<p>Retell the story of creation from Genesis 1:1–2.3 simply.</p> <p>Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</p> <p>Say what the story tells Christians about God, Creation and the world.</p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p>	<p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise that stories of Jesus' life come from the Gospels.</p> <p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Decide what they personally have to be thankful for at Christmas time.</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising</p>	<p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>	<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless.</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>

Implementation – Progression towards end of Key Stage Outcomes

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	L2.1 Believing What do different people believe about God? (Christian, Hindu, Muslim)	UC 2a.3 Incarnation What is the trinity?	L2.9 Living What can we learn from religions about doing what is right and wrong? (Christian, Jew, Humanist)	UC 2a.5 Salvation Why do Christians call the day Jesus died Good Friday?	L2.5 Expressing Why are festivals important to religious communities? (Christian, Hindu, Muslim, Jew)	UC 2a.2 People of God What is it like to follow God?
Learning outcomes intended to help learners achieve end of year outcomes.	Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Ask questions and suggest some of their own responses to ideas about God (C1). Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God (B1).	Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1) Make connections between stories of temptation and why people can find it difficult to be good. (A2) Give examples of ways in which some inspirational people have been guided by their religion (B1) Discuss their own and others' ideas about how people decide right and wrong (C3)	Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Identify similarities and differences in the way festivals are celebrated within and between religions (A3). Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).	Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. Make links between the story of Noah and how we live in school and the wider world

Implementation – Progression towards end of Key Stage Outcomes

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	U2.1 Believing Why do some people think God exists? (Christian & Humanists)	UC 2b.4 Incarnation Was Jesus the Messiah?	U2.7 Living What matters most to Christians and Humanists	UC 2b.6 Salvation What did Jesus do to save human beings?	U2.4 Expressing If God is everywhere, why go to a place of worship? (Christian, Hindu, Jew)	UC 2b.3 People of God How can following God bring freedom and justice?
Learning outcomes intended to help learners achieve end of year outcomes.	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1)</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea that Jesus is the Messiah – a saviour of God – is important in the world today and, if it is true, what difference that might make in people's lives.</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. 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.</p>

Implementation – Progression towards end of Key Stage Outcomes

Year C	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	L2.8 Living What does it mean to be a Hindu in Britain?	UC 2a.4 Gospel What kind of world did Jesus want?	L2.6 Expressing Why do some people think life is like a journey & what significant experiences mark it? (Christian, Hindu, Humanist)	UC 2a.6 Kingdom of God When Jesus left, what was the impact of Pentecost?	L2.4 Expressing Why do people pray? (Christina, Hindu, Muslim)	UC 2a.1 Creation What do Christians learn from the creation story?
Learning outcomes intended to help learners achieve end of year outcomes.	<p>Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p> <p>Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</p> <p>Make simple links between Bible texts and the concept of 'Gospel' (good news).</p> <p>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</p> <p>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.</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>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.</p>	<p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Describe ways in which prayer can comfort and challenge believers (B2).</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>

Implementation – Progression towards end of Key Stage Outcomes

Year D	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2	U2.6 Living What does it mean to be a Muslim in Britain?	UC 2b.5 Gospel What would Jesus do?	U2.5 Expressing Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christian, Muslim, Humanist)	UC 2b.8 Kingdom of God What kind of king is Jesus?	U2.3 Believing What do religions say to us when life gets hard? (Christian, Hindu, Humanist)	UC 2b.2 Creation Creation and science: conflicting and complementary
Learning outcomes intended to help learners achieve end of year outcomes.	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>	<p>Identify features of Gospel texts (for example, teachings, parable, and narrative).</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1)</p> <p>Show understanding of the value of sacred buildings and art (B3)</p> <p>Suggest reasons why some believers see generosity and charity more important than buildings and art (B2)</p> <p>Apply ideas about values and from scriptures to the title of the question (C2)</p>	<p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>	<p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p>

Implementation – Rationale

As outlined in the statement of entitlement, *‘A high-quality sequential religious education (RE) programme is essential to meet the statutory requirement for all state funded schools to teach a full curriculum that prepares pupils for the opportunities, responsibilities and experiences of life in modern Britain’*. Our R.E curriculum is designed to provoke challenging questions and prompt children to think deeply and dynamically about their life; their world and their experiences, as well as thinking empathetically about the experiences of others.

Each of our R.E topics begins with a ‘big question’ where children are encouraged to develop their own lines of enquiry, debate and listen to the opinions of others. In order to be compliant in respect to the Religious Education curriculum we follow the North Yorkshire Agreed Syllabus (2019-2024- SACRE) when studying religions other than Christianity and for comparative studies. The Christian units are supplemented with Understanding Christianity. The syllabus and our long-term plan should ‘reflect the fact that the religious traditions in Great Britain are in the main Christian, while taking account of the teaching and practices of the other principal religions represented in Great Britain.’ (s375 (3) Education Act 1996). We use Understanding Christianity as a resource to further enhance our teaching of Christian elements within our long-term plan.

Teachers use the progression documents to ensure children make clear progress throughout units taught. Additionally, our long-term plan is structured to allow children and staff the opportunity to see where links occur, and prior learning is built upon – for example learning about the relevance of the cross at Easter in KS1 is skilfully built upon where children in KS2 explore the impact of Pentecost.

Our long-term plan is bespoke to our children’s needs as we are aware, as a small village school, that children can have gaps in their cultural capital about people of faiths other than Christianity or even as Christianity as a worldwide faith. In response to this we are always looking for additional opportunities to explore these faiths and associated festivals with the main themes of ‘believing’, ‘expressing’ and ‘living’ interwoven throughout. In addition to the RE units of work outlined above the children take part in daily acts of worship, regularly visit the village church and we are continuing to build our repertoire of visitors and trips to further enhance the children’s learning. Teachers also ensure they are developing links with other areas of the curriculum, so children can revisit and apply their prior learning.

Religious Education is taught on a weekly basis from EYFS to Year 6. Lessons are planned and delivered in a variety of ways ensuring that all children can access and participate in lessons. Interactive, practical activities encourage the children to discuss their ideas and extend their understanding of difficult concepts and challenging questions. Children record R.E learning in R.E books and some recording may take place on Tapestry (EYFS/KS1) or Showbie (KS2) for more practical activities.

Impact

Religious Education at Weaverthorpe C of E Primary School develops pupils’:

- knowledge and understanding of, and their ability to respond to, Christianity, other principal world religions, other religious traditions and world views;
- understanding and respect for different religions, beliefs, values and traditions (including ethical life stances), through exploring issues within and between faiths;
- understanding of the influence of faith and belief on individuals, societies, communities and cultures;
- skills of enquiry and response through the use of religious vocabulary, questioning and empathy;
- skills of reflection, expression, application, analysis and evaluation of beliefs, values and practices, and the communication of personal responses to these.

Religious Education at Weaverthorpe C of E Primary School encourages pupils to:

- consider challenging questions of the meaning and purpose of life; beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human;
- understand the influence of religion on individuals, families, communities and cultures;
- learn from different religions, beliefs, values and traditions while exploring questions of meaning and their own beliefs;
- learn about religious and ethical teaching, enabling them to make reasoned and informed responses to religious, moral and social issues;
- develop their sense of identity and belonging, preparing them for life as citizens in a plural, global society;
- develop respect for and sensitivity to others, in particular those whose faiths and beliefs are different from their own.

Religious Education at Weaverthorpe C of E Primary School enhances pupils’:

- awareness and understanding of religions and beliefs, teachings, practices and forms of expression;
- ability to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.

Religious Education at Weaverthorpe C of E Primary School offers:

- opportunities for personal reflection and spiritual development.