



## Saint Monica's RC Primary School: RE Curriculum Progression and End Points

		End of EYFS	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
<b>Knowledge and Understanding</b> (learning about)	<b>Develop Knowledge and understanding</b>	<p>Listen to and talk about religious stories and respond to what they hear with relevant comments. Sing songs; make music and dance to express religious stories.</p> <p>Use a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function to express religious stories.</p> <p>Represent their own ideas, thoughts and feelings about religious stories through design and technology, art, music, dance and role play.</p> <p>Develop their own narratives and explanations of religious stories by connecting ideas or events to the scripture source used.</p> <p>Read and understand simple sentences from scripture or from their own religious stories</p> <p>Share religious stories they have heard and read with others.</p> <p>Write simple sentences about religious stories using phrases or words which can be read by themselves and others.</p> <p>Listen, talk about and role play similarities and differences between themselves and others, and among families, church communities and church traditions.</p> <p>Listen, talk about and role play similarities and differences in relation to places they have read or heard about family, church communities and scripture stories.</p> <p>Listen, talk about and role play how people behave in the local, national and universal church community.</p> <p>Listen and talk about key figures in the history of the People of God.</p> <p>Listen and talk about religious signs and symbols used in worship, including the celebration of the Sacraments. Use religious signs and symbols in role play.</p>	<p>Recognise religious stories</p> <p>Retell, in any form, a narrative that corresponds to the scripture source used</p> <p>Recognise religious beliefs</p> <p>Recognise that people act in a particular way because of their beliefs</p> <p>Describe some of the actions and choices of believers that arise because of their belief</p> <p>Recognise key people in the local, national and universal Church</p> <p>Describe different roles of some people in the local, national and universal Church</p> <p>Recognise key figures in the history of the People of God</p> <p>Describe the life and work of some key figures in the history of the People of God</p> <p>Recognise religious signs and symbols used in worship</p> <p>Describe some religious symbols and the steps involved in religious actions and worship</p>	<p>Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.</p> <p>Describe, with increasing detail and accuracy: - a range of religious beliefs</p> <p>- the life and work of key figures in the history of the People of God</p> <p>- different roles of people in the local, national and universal Church</p> <p>- religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</p> <p>- those actions of believers which arise as a consequence of their beliefs</p>	<p>Show knowledge and understanding of a range of scripture passages that corresponds to the scripture source used</p> <p>Show knowledge and understanding of</p> <ul style="list-style-type: none"> <li>• a range of religious beliefs</li> <li>• the life and work of key figures in the history of the People of God</li> <li>• what it means to belong to a Church community</li> <li>• religious symbols and the steps involved in religious actions and worship, including the celebration of the Sacraments</li> </ul> <p>those actions of believers which arise as a consequence of their beliefs</p>
	<b>Making links and Connections</b>			<p>Make links between:</p> <ul style="list-style-type: none"> <li>- beliefs and sources, giving reasons for beliefs</li> <li>- beliefs and worship, giving reasons for actions and symbols</li> <li>- beliefs and life, giving reasons for actions and choices</li> </ul>	<p>Show understanding of, by making links between</p> <ul style="list-style-type: none"> <li>• Beliefs and sources</li> <li>• Beliefs and worship</li> </ul> <p>Beliefs and life</p>
	<b>Historical Development</b>				

	<b>Specialist Vocab</b>	Decode key religious words appropriate to their age and stage of development. Use key religious words appropriate to their age and stage of development.	Use religious words and phrases	Use a range of religious vocabulary	Use religious vocabulary widely, accurately and appropriately
<b>Engagement and Response (learning from)</b>	<b>Meaning and Purpose</b>	Answer 'how' and 'why' questions about their experiences and in response to religious stories or events.	Say what they wonder about Ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer	Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose	Compare their own and other people's responses to questions about each of the areas of study, in relation to questions of meaning and purpose
	<b>Beliefs and Values</b>	Show sensitivity to others' needs and feelings. Talk about how they and others show feelings. Confidently speak in a familiar group and talk about their ideas. Express themselves effectively, showing awareness of listeners' needs. Give their attention to what others say and respond appropriately. Talk about their own and others' behaviour and its consequences. Talk about past and present events in their own lives and in the lives of family members. Know that other children don't always enjoy and share the same feelings and are sensitive to this.		Make links to show how feelings and beliefs affect their behaviour and that of others	Show understanding of how own and other's decisions are informed by beliefs and moral values
<b>Analysis and Evaluation</b>	<b>Use of sources as evidence</b>			Use a given source to support a point of view	Uses sources to support a point of view
	<b>Construct arguments</b>			Express a point of view	Express a point of view and give reasons for it
	<b>Make judgements</b>			Express a preference	Arrive at judgements
	<b>Recognise Diversity</b>				Recognise difference, comparing and contrasting different points of view.
	<b>Analyse and deconstruct</b>				

RE: is a key contributor but not the only vehicle for SMSC In terms of RE, there are two specific points to note. Firstly, although RE does make an enormous contribution to SMSC development it is a whole school responsibility. RE lessons should support the school's overall ethos; they may offer more in the way of spiritual or moral education than other subjects and RE teachers may enjoy working on SMSC-related projects with other colleagues, but every subject and every teacher have a duty to promote pupils' SMSC development.

<p><b>Activities for Social Development in RE</b> Social development refers to the ways young people are shaped in schools with an eye on the sort of society we wish to create in the future. Developing children and young people socially means giving them the opportunities to explore and understand social situations and contexts they may encounter in school or outside. In the RE classroom, such social situations may include exploring:</p>	<p><b>Activities for Cultural Development in RE</b> There are two meanings associated with 'cultural' development, and RE embodies both of them. Firstly the term refers to the pupils' own home culture and background, whether religious or not, and secondly the term describes our national culture. Schooling should prepare all young people to participate in Britain's wider cultural life, whatever their own background. Cultural development could be evident in RE in two major ways:</p>
<p>Shared values: opportunities to consider values which are or should be part of society, such as those associated with right and wrong, treatment of others or diversity • Idealised concepts: topics which require reflection on the abstract concepts our society is built on, such as justice, fairness, honesty and truth, and specific examples of how they affect our common life, such as in relation to how people treat each other in the classroom and school, issues of poverty and wealth, crime and punishment • Moral sources: a chance to reflect on where ideas about how we should behave come from, whether religious or nonreligious texts, teachings or traditions, in order to more fully understand social and behavioural norms • Influences: opportunities to explore and reflect on the great influence on individuals of family, friends, the media and wider society, in order to understand how our behaviour is affected for good or ill • Social insight: a chance to acquire insight into significant social and political issues which affect individuals, groups and the nation, such as how churches and gurdwaras may contribute practically to needs in their local communities, or how some religious and non-religious charities fight to change government policies where they are unjust • Role models: teachers should model the sort of behaviour we expect of our children and young people, and RE should explore role models, from the famous like Desmond Tutu, to the many local examples in the school and its community • Experiential learning: pupils should have opportunities to embody for themselves expected behavioural and social norms, whether through class discussions, group work and ongoing behaviour expectations, or through special events such as school visits or drama workshops.</p>	<p>1) Own culture: RE is the perfect subject in which to explore Britain's rich diversity of religious, ethnic and geographical cultures. Although all children share Britain's common life, cultural diversity is part of that life and no child should feel their cultural background is a barrier to participation. Some common RE activities which promote children's understanding of communities and cultural groups, including their own, could include: In the classroom: explore food, festivals, music, art, architecture and other forms of religious and cultural expression. Where possible, visit areas with a strong cultural flavour to observe shops, cafes, people and houses. Some parents may be willing to come and talk about their home culture, or send personal artefacts to school with their children such as books, photos or clothes. Students who belong to a particular cultural group should be encouraged to share their experiences in class discussion, give a talk or even an assembly. 2) Wider culture: schooling is a preparation for adult life in terms of behaviour and expectations as well as in achieving qualifications. This wider cultural education prepares children for adulthood. In the classroom: cultural education is found whenever children make sense of the world around them and explore why we act the way we do. Provide opportunities for participation in classroom and whole-school events, including art, music, drama, sport, activism and serving others; explore what it is</p>
<p><b>Activities for Spiritual Development in RE</b> The 'spiritual' should not be confused with 'religious'. Spiritual development refers to the aspects of the child's spirit which are enhanced by school life and learning, and may describe the 'spirit' of determination, sharing or open mindedness. Spiritual development describes the ideal spirit of the school. RE can support this by promoting:</p>	<p><b>Activities for Moral Development in RE</b> Moral development is about exploring and developing pupils' own moral outlook and understanding of right and wrong. It is also about learning to navigate the fact of moral diversity in the world. RE is extremely well-suited to exploring social and personal morality in significant ways:</p>
<p>Self-awareness: offering opportunities for pupils to reflect on their own views and how they have been formed, as well as the views of others • Curiosity: encouraging pupils' capacity for critical questioning, such as by keeping big questions in a 'question box' or as part of a wall display, and allowing time and space where these questions can be addressed to show that they are important • Collaboration: utilising lesson techniques which engender group collaboration and communication such as Community of Enquiry/ P4C, circle time, debates, Socratic Circles or group investigations • Reflection: providing a space to reflect on pupils' own values and views, as well as those of others, and to consider the impact of these values • Resilience: promoting a spirit of open enquiry into emotive or complicated questions, in order to learn how to cope with difficult ideas when they arise in the future • Response: exploring ways in which pupils can express their responses to demanding or controversial issues • Values: promoting an ethos of fairness and mutual respect in the classroom and compassion and generosity in pupils through exploring inspiring examples of these qualities in others • Appreciation: encouraging pupils' ability to respond with wonder and excitement by exploring some of the marvels and mysteries of the natural world, of human ingenuity, and examples of the capacity of humans to love, create, organise and overcome adversity.</p>	<p>Valuing others: in exploring the views of others, young people are well-prepared in RE to appreciate the uniqueness of all humans and their moral value, and to act in the world and towards others accordingly. In the classroom: offer activities which enable teamwork and trust and require empathy. Welcome speakers or visit places of worship to learn from people of different backgrounds; explore case studies centring on forgiveness, generosity and other beneficial social moral values; use puppets, toys or persona dolls with younger children to develop their sense of moral connection with others. 2) Moral character development: RE offers a safe space where pupils can learn from their mistakes, appreciate ideas of right and wrong, continue to strive after setbacks, take the initiative, act responsibly and demonstrate resilience. RE should present pupils with the challenge of responding in real and concrete ways to some of moral questions they face. In the classroom: encourage your pupils to take part in whole-school endeavours to enlarge their characters. Involve them in establishing appropriate moral codes for classroom, school and the wider community. Suggest participation on the school council or the school play, in sport, music and debates, to contribute to charity events or take part in mentoring or 'buddy' schemes. 3) Moral diversity: activities in RE lessons should help pupils feel confident when taking part in debates about moral issues. Debates and discussions should prepare pupils for the fact that there will always be disagreement on matters of morality and their right of expression is balanced by a responsibility to listen to the views of others. In the classroom: choose age-appropriate topics which allow exploration of different moral outlooks such as religious texts about right and wrong, codes for living, treatment of animals and the environment, gender roles in religion, religious views of homosexuality, and so on.</p>

## British Values

Questions about whether social and moral values are best described as ‘British values’ or seen as more universal human values will continue to be debated, but for the purposes of teachers of RE, the subject offers opportunities to build an accurate knowledge-base about religions and beliefs in relation to values. This in turn supports children and young people so that they are able to move beyond attitudes of tolerance towards increasing respect, so that they can celebrate diversity. Values education and moral development are a part of a school’s holistic mission to contribute to the wellbeing of each pupil and of all people within our communities. The RE curriculum focuses learning in some of these areas, but pupils’ moral development is a whole-school issue.

Mutual Tolerance	Respectful Attitudes
<p>Schools do not accept intolerant attitudes to members of the community: attitudes which reject other people on the basis of race, faith, gender, sexual orientation or age are rightly challenged. A baseline for a fair community is that each person’s right to ‘be themselves’ is to be accepted by all. Tolerance may not be enough: RE can challenge children and young people to be increasingly respectful and to celebrate diversity, but tolerance is a starting point. It is much better than intolerance.</p>	<p>In the RE curriculum attention focuses on developing mutual respect between those of different faiths and beliefs, promoting an understanding of what a society gains from diversity. Pupils will learn about diversity in religions and worldviews, and will be challenged to respect other persons who see the world differently to themselves. Recognition and celebration of human diversity in many forms can flourish where pupils understand different faiths and beliefs, and are challenged to be broad-minded and open-hearted.</p>
Democracy	Rule of Law
<p>In RE pupils learn the significance of each person’s ideas and experiences through methods of discussion. In debating the fundamental questions of life, pupils learn to respect a range of perspectives. This contributes to learning about democracy, examining the idea that we all share a responsibility to use our voice and influence for the wellbeing of others.</p>	<p>In RE pupils examine different examples of codes for human life, including commandments, rules or precepts offered by different religious communities. They learn to appreciate how individuals choose between good and evil, right and wrong, and they learn to apply these ideas to their own communities. They learn that fairness requires that the law apply equally to all, irrespective – for example – of a person’s status or wealth. They have the opportunity to examine the idea that the ‘rule of law’ focuses specifically on the relationship between citizens (or subjects) and the state, and to how far this reflects or runs counter to wider moral codes and precepts.</p>
Individual Liberty	
<p>In RE, pupils consider questions about identity, belonging and diversity, learning what it means to live a life free from constraints. They study examples of pioneers of human freedom, including those from within different religions, so that they can examine tensions between the value of a stable society and the value of change for human development.</p>	