

# Newnham St Peter's Church of England Primary School

*cherish everyone, flourish together, serve others*

**“And now these three remain: faith, hope and love. But the greatest of these is love.”**

1 Corinthians 13:13

*Friendship Hope Resilience Forgiveness Respect Thankfulness*

## RE Curriculum Skills Progression Document

## Intent

At Newnham St Peter's C of E Primary School, our RE lessons are intended to offer a broad and rich RE curriculum to allow for coverage of the areas prescribed; to allow for a variety of ways to explore religions, their community and personal development and wellbeing. Underpinning our RE curriculum are our Christian values: friendship, joy, resilience, forgiveness, respect, service. The lessons we teach have an intention of providing a high-quality, coherent and progressive experience of the subject, with scope for cross-curricular learning. Through each unit, children will know about and understand a range of religions and world views. They will be able to identify, investigate and respond to a variety of issues. SMSC, personal growth and community cohesion are featured throughout each non-statutory strand and are there to ensure opportunities for children to develop positive attitudes and values and to reflect on and relate their learning in RE to their own experiences. The intent of our teaching of RE is to be inclusive and support all of our learners – no matter the level of need - through high-quality teaching, explicit instruction, flexible grouping, scaffolding, modelling, catch up intervention and use of graphic organisers. Our overall intent is to make sure that children understand the relevance of RE in today's modern world and how it affects our lives.

## Implementation

We strive to offer a broad range of study for children studying RE. We have suggested specific series of lessons for each year group, which will offer structure and narrative but are no means to be used exclusively, rather to be used to support planning. In KS1, children begin to look at other religions, focusing on celebrations and rituals. In KS2, we offer a wider range of learning opportunities about the world's religions including deeper understanding of the origin of those religions and their key stories and teachings. Throughout both key stages, emphasis on personal growth and community cohesion is evident, allowing for personal development for the children from KS1 to the end of KS2. There are unit overviews available in the Agreed Syllabus, which demonstrates where challenge and differentiation will show development of skills. As well as unit overviews, end of unit assessments are available to support teachers in making sure children have reached the intended outcomes. In our planning, there is a unit overview, a journey record pack and additional resources to help the teacher support the progress of children's learning. Through our work on Rosenshine's Principles, teachers will ensure that all pupils' need are met through high-quality teaching, explicit instruction, flexible grouping, scaffolding and modelling. An example of key words has been included to show the progression skills around the specific language involved in the children's learning, so teachers can assess their understanding and progress through vocabulary as well.

## Impact

By the end of Key Stage One and as part of the 'making sense of belief' element, our pupils will be able to identify core beliefs and concepts studied and give simple descriptions. They will be able to give examples of how stories show what people believe. When 'understanding the impact', they will be able to give examples of how people use stories, texts and teachings to guide their beliefs and actions. They will be able to give examples of ways in which believers put their beliefs into practice. When 'making connections', our pupils will be able to think and ask questions about whether the ideas they have been studying reflect their lives in any way. By the end of Key Stage Two, when 'making sense of beliefs', our pupils will be able to identify and explain the core belief and concepts learned using examples from texts. They will describe examples of ways in which people use texts to make sense of beliefs and compare ideas for how believers interpret texts. When



'understanding the impact', they will be able to make clear connections between what people believe and how they live, and use evidence to show how and why people put their beliefs into practice in different ways. When 'making connections', reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses. They will consider and weigh up how ideas studied in this unit 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. Through our inclusive teaching approach, all of our learners will be able to access the RE curriculum and have a wider understanding of religion in the modern world.

EYFS					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>F6 Being Special: where do we belong?</b> <ul style="list-style-type: none"> <li>• Retell religious stories making connections with personal experiences</li> <li>• Share and record occasions when things have happened in their lives that made them feel special</li> <li>• Recall simply what happens at a traditional Christian infant baptism and dedication</li> <li>• Recall simply what happens when a baby is welcomed into a religion other than Christianity</li> </ul>	<b>F2 Why is Christmas special for Christians?</b> <ul style="list-style-type: none"> <li>• Talk about people who are special to them</li> <li>• Say what makes their family and friends special to them</li> <li>• Recall simply what happens at a traditional Christian festival (Christmas)</li> <li>• Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>• Retell religious stories, making connections with personal experiences.</li> </ul>	<b>F6 What times/stories are special and why?</b> <ul style="list-style-type: none"> <li>• Talk about some religious stories</li> <li>• Recognise some religious words, e.g. about God</li> <li>• Identify some of their own feelings in the stories they hear</li> <li>• Identify a sacred text e.g. Bible, Torah</li> <li>• Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.</li> </ul>	<b>F3 Why is Easter special to Christians?</b> <ul style="list-style-type: none"> <li>• Recognise and retell stories connected with celebration of Easter</li> <li>• Say why Easter is a special time for Christians</li> <li>• Talk about ideas of new life in nature</li> <li>• Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>• Talk about some ways Christians remember these stories at Easter.</li> </ul>	<b>F1 Why is the word 'God' so important to Christians?</b> <ul style="list-style-type: none"> <li>• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>• Retell stories, talking about what they say about the world, God, human beings</li> <li>• Think about the wonders of the natural world, expressing ideas and feelings</li> <li>• Say how and when Christians like to thank their Creator</li> <li>• Talk about what people do to mess up the world and what they do to look after it</li> </ul>	<b>F4 What places are special and why?</b> <ul style="list-style-type: none"> <li>• Talk about somewhere that is special to themselves, saying why</li> <li>• Recognise that some religious people have places which have special meaning for them</li> <li>• Talk about the things that are special and valued in a place of worship</li> <li>• Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God</li> <li>• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church</li> <li>• Express a personal response to the natural world.</li> </ul>

Year 1/2					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>1.6 Who is Muslim and how do they live? (PART 1)</b>	<b>1.3 Why does Christmas matter to Christians?</b>	<b>1.6 Who is Muslim and how do they live? (PART 2)</b>	<b>1.5 Why does Easter matter to Christians?</b>	<b>1.4 What is the 'good news' Christians believe Jesus brings?</b>	<b>1.8 What makes some places sacred to believers?</b>
<ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the Prophet* show what Muslims believe about Muhammad</li> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action</li> </ul>	<ul style="list-style-type: none"> <li>• Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</li> <li>• Recognise that stories of Jesus' life come from the Gospels</li> <li>• Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> <li>• Decide what they personally have to be thankful for, giving a reason for their ideas</li> <li>• Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean</li> <li>• Give examples of how stories about the Prophet* show what Muslims believe about Muhammad</li> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> <li>• Recognise that Jesus gives instructions about how to behave</li> <li>• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> <li>• Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news</li> <li>• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>• Recognise that Jesus gives instructions to people about how to behave</li> <li>• 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</li> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community</li> </ul>

Year 3/4					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>L2.1 What do Christians learn from the creation story?</b>	<b>L2.10 How do festivals and family life show what matters to Jewish people?</b>	<b>L2.2 What is it like for someone to follow God?</b>	<b>L2.4 What kind of world did Jesus want?</b>	<b>L2.9 How do festivals and worship show what matters to a Muslim?</b>	<b>L2.12 How and why do people try to make the world a better place?</b>
<ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'big story'</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</li> <li>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</li> <li>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</li> </ul>	<ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today</li> <li>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</li> <li>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</li> <li>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> <li>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve</li> <li>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> <li>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</li> <li>Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>Identify some differences in how people put their beliefs into action</li> </ul>

Year 5					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>U2.8 What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>Identify the terms 'dharma', 'Sanatana Dharma' and 'Hinduism' and say what they mean</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> </ul>	<p><b>U2.3 Why do Christians believe Jesus was the Messiah? Christmas</b></p> <ul style="list-style-type: none"> <li>Explain the place of Incarnation and Messiah within the 'big story' of the Bible</li> <li>Identify Gospel and prophecy texts, using technical terms</li> <li>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</li> <li>Show how Christians put their beliefs about Jesus' Incarnation into practice in celebrating Christmas</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</li> </ul>	<p><b>U2.1 What does it mean if Christians believe God is Holy and Loving?</b></p> <ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms</li> <li>Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed</li> <li>Show how Christians put their beliefs into practice in worship</li> </ul>	<p><b>U2.4 What difference does the resurrection make for Christians?</b></p> <ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li>Show how Christians put their beliefs into practice in different ways.</li> <li>Explain why some people find belief in the</li> </ul>	<p><b>U2.8 Why is the Torah so important to Jewish people?</b></p> <ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> <li>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> </ul>	<p><b>U2.11 Why do some people believe in God and some people not?</b></p> <ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>Give examples of reasons why people do or do not believe in God</li> <li>Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting</li> </ul>

			<p>resurrection makes sense and inspires them.</p> <ul style="list-style-type: none"><li>• Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today</li></ul>		
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Year 6					
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<p><b>U2.8 What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>Identify the terms 'dharma', 'Sanatana Dharma' and 'Hinduism' and say what they mean</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> </ul>	<p><b>U2.3 Why do Christians believe Jesus was the Messiah? Christmas</b></p> <ul style="list-style-type: none"> <li>Explain the place of Incarnation and Messiah within the 'big story' of the Bible</li> <li>Identify Gospel and prophecy texts, using technical terms</li> <li>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</li> <li>Show how Christians put their beliefs about Jesus' Incarnation into practice in celebrating Christmas</li> <li>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</li> </ul>	<p><b>U2.1 What does it mean if Christians believe God is Holy and Loving?</b></p> <ul style="list-style-type: none"> <li>Identify some different types of biblical texts, using technical terms accurately</li> <li>Explain connections between biblical texts and Christian ideas of God, using theological terms</li> <li>Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed</li> <li>Show how Christians put their beliefs into practice in worship</li> </ul>	<p><b>U2.4 What difference does the resurrection make for Christians?</b></p> <ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</li> <li>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection.</li> <li>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</li> <li>Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</li> <li>Show how Christians put their beliefs into practice in different ways.</li> <li>Explain why some people find belief in the</li> </ul>	<p><b>U2.8 Why is the Torah so important to Jewish people?</b></p> <ul style="list-style-type: none"> <li>Identify and explain Jewish beliefs about God</li> <li>Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> <li>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</li> </ul>	<p><b>U2.11 Why do some people believe in God and some people not?</b></p> <ul style="list-style-type: none"> <li>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> <li>Give examples of reasons why people do or do not believe in God</li> <li>Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting</li> </ul>

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