

Progression of RE

Subject content	<p>Through the teaching of RE, pupils will:</p> <ul style="list-style-type: none"> • develop religious literacy; • acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented locally, nationally, and globally; • develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies, and cultures; • develop attitudes of respect towards other people who hold views and beliefs different from their own; • develop the ability to make reasoned and informed judgements about religious issues, with reference to the principal religions and world views represented locally, nationally, and globally. <p>Throughout the RE curriculum pupils should be encouraged to explore religions and worldviews, engage with their knowledge, and reflect on their learning and their lives.</p> <p>EYFS:</p> <p>Development matters: Understanding the world</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. <p>ELG: People, Culture and Communities (Understanding the world)</p> <p>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><u>Progression Target 1 – Knowledge and understanding of religion and worldviews</u></p> <p>Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p><u>Progression Target 2 – Responding to religion and worldviews</u></p> <p>Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.</p>		
Skills/knowledge	Reception	Year 1	Year 2
PT1 – Knowledge and understanding of religion and worldviews	<p>Explore the different beliefs and practices of Christianity and at least one other religion.</p> <p>Begin to talk about how individuals and faith communities celebrate life events.</p> <p>Listen to religious and moral stories from Christianity, one other religion and worldviews.</p>	<p>Be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews.</p> <p>Encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.</p> <p>Show how individuals and faith communities celebrate life events.</p> <p>Begin to name the different beliefs and practices of Christianity, at least one other religion</p>	<p>Name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</p> <p>Retell some of the religious and moral stories from the bible and at least one other religious text or special books.</p> <p>Begin to understand what it looks like to be a person of faith.</p> <p>Pupils begin to use key words and vocabulary related to Christianity and at least one other religion.</p>
PT2 – Responding to religion and worldviews	<p>Begin to identify their own uniqueness and that of others.</p> <p>Appreciate the differences and similarities they encounter in others.</p> <p>Begin to express their own ideas and beliefs.</p>	<p>Begin to talk about different beliefs and practices using the correct vocabulary.</p> <p>Begin to suggest meanings behind religious and moral stories.</p>	<p>Talk about and find meanings behind different beliefs and practices.</p> <p>Suggest meanings of some religious and moral stories.</p>

		<p>Ask or respond to questions about how individuals and faith communities live.</p> <p>Express their own ideas about belief and practices creatively.</p>	<p>Ask and respond to questions about what individuals and faith communities do.</p> <p>Express their own ideas, opinions and talk about their work creatively using a range of different medium.</p>
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How will we implement RE in our school?

- Planned discrete teaching of RE each half term is delivered through whole school **RE theme days (1.5 days per ½ term inc phonics/reading/maths gym for KS1, 1 day for Year R).**
- Reception units are planned using Development Matters and guidance from the Agreed Syllabus for Cambridgeshire.
- KS1 units are planned using the **2023-2028 Agreed Syllabus for Cambridgeshire.**
- All units include **pertinent questions** to support enquiry and build upon previous units taught.
- A minimum of **36 hours of RE** is taught across the school year for KS1 and **30 hours** minimum for Reception.
- **Christianity** is predominantly taught in RE theme days alongside additional **faiths** pertinent to our children to provide an understanding and respect of other faiths and worldviews. E.g. Islam.
- Cross curricular links with RE through **enquiry** made where relevant.
- **Evidence** of RE can be seen in individual pupil RE/PSHE books in KS1, on Tapestry and Seesaw, our whole school RE display and on RE medium term planning.
- **Visits** to local places of worship provide links with local community. E.g. Reception and Year 1 visit local Christian places of worship, Year 2 visit to Mosque.
- Each term we welcome **visitors** from local places of Worship to share religious festivals pertinent to our local community. E.g. Easter, Advent, Christmas, Mothering Sunday.
- **Whole school collective worship assemblies** linked to religious/seasonal festivals and celebrations, e.g. Advent, Diwali, Harvest, Mothering Sunday, Easter etc