



Progression of Knowledge and Skills in Religious Education

School Intent

At Thomas A' Becket Infant School we aim to develop pupil's spirituality through careful reflection, respectful discussion and creativity as they explore religion and deepen their understanding of the people and places around the world. Through our REACH Values we explore and develop an understanding of social action in local, national and global communities. Pupils develop their knowledge and understanding of Christianity, Islam, Hinduism and other Faiths from around the world. We promote the opportunity for children and families to share and celebrate their own Faiths and beliefs but also to develop a mutual respect for those with different perspectives on the world. Pupils will explore different traditions, festivals and daily lives of people who follow various Faiths. It is our intent that children be given the opportunity in a safe space to ask big questions and consider and reflect upon this knowledge, making connections to their own lives. RE is a statutory subject of the school curriculum.

At Thomas A'Becket Infant School, we use the SACRE (Standing Advisory Council on Religious Education) agreed syllabus as outlined by West Sussex.

EYFS

Pupils in the Early Years Foundation Stage (EYFS) explore a variety of religious and worldviews by identifying special people, books, times, places, and objects. Pupils listen to, discuss, and ask questions about stories from a variety of sources, religions, and worldviews. Pupils are introduced to subject specific vocabulary and use all their senses to explore beliefs, practices, and forms of expression. Pupils are encouraged to ask questions and reflect on their own feelings and experiences. Pupils use their imagination and curiosity to develop their appreciation for the world in which they live. Religious education is a legal requirement for all pupils on the school roll, including those in the Reception year. RE is woven into all seven Areas of Learning, through a creative and inspiring curriculum which reflects the demographic of individual cohorts.

Purpose of study

Religious Education contributes dynamically to children's education at our school by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE, our pupils learn about and from religions and worldviews in local, national, and global contexts to discover, explore and consider different answers to these questions using different sources. We endeavour to equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values, and identities. We develop an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. We encourage children to articulate clearly and coherently their personal beliefs, ideas, values, and experiences while respecting the right of others to differ.

Aims

The SACRE agreed syllabus, as outlined by West Sussex, aims to provide pupils with the substantive and disciplinary knowledge to understand the significance of religions and worldviews to allow them to develop their own personal insights understanding and the skills required to engage with the subject matter.

These aims set out to develop the skills needed to engage and enable pupils to know and understand about religion and worldviews.

Knowledge and Understanding; Describe and explain beliefs and practices, recognising the diversity which exists within and between communities. Identify, discuss and respond to sources of wisdom found in religion and worldviews. Investigate the nature and diversity of religious practices, ways of life and ways of expressing meaning.

Application and Interpretation; Interpret key concepts and ideas and apply them to questions of belonging, meaning and truth, expressing their own ideas and opinions. Draw conclusions about what enables different communities to live together respectfully for the well-being of all. Articulate clearly learning about beliefs, values and commitments and explain why they may be important in pupils' own and other people's lives.

Analysis and Evaluation; Justify their own 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. Appreciate and appraise varied dimensions of religion linking these to British values.

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Skills	Reception	Year 1	Year 2
Vocabulary	<p>Key Vocabulary: celebrate, religion, belief, Christian, festival, different, traditions, new year, faith, peace, country, world, similar, people, culture.</p>	<p>Key Vocabulary: Religion, Celebrations, Diwali, Symbols, Story, Advent, Christians, Christmas Eve, Christmas Day, Bible, candles, wreath, Christingle, Mosque, Islam, religion, beliefs, Hinduism, Hindu, Holi, festival, colourful, celebration, Easter, Church, Baptism, Pray, Prayer, Faith, Christian, Muslim, Ramadan, Qur'an, Prophet Muhammed, Allah, fasting, Eid al-Fitr, Zakat, Eid.</p>	<p>Key Vocabulary: Hindu, Diwali, mehndi, Hanukkah, Menorah, Dreidel, miracle, Advent, Christmas Eve, Christmas Day, candles, wreath, Christingle, Mosque, Islam, religion, beliefs, India, Hinduism, Hindu, Holi, festival, colourful, celebration, Easter, Faith, Christian, Muslim, Ramadan, Qur'an, Prophet Muhammed, Allah, fasting, Eid al-Fitr, Zakat, Eid Mubarak.</p>
CORE BELIEFS, IDEAS & SYMBOLS	<ul style="list-style-type: none"> • Who are special people? What makes me special? Why are people special? • What are special objects or symbols? Share own special objects and their meanings. • 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>Pupils should have the opportunity to learn about and understand the main beliefs/concepts and teachings of the religions studied. For example:</p> <p><i>Core concepts and ideas such as beliefs about God, Allah, creation, mitzvot –</i></p> <ul style="list-style-type: none"> • Who are Christians and what do they believe? <p><i>Principal sources of authority such as the Bible, Torah, Qur'an -</i></p> <ul style="list-style-type: none"> • What makes some books very special? Recognise that the Bible is a special book and compare with other special books, such as the Qur'an. <p><i>Important stories - Old Testament stories, New Testament stories, The Night of Power, Rama and Sita -</i></p> <ul style="list-style-type: none"> • Explore the story of Creation. • Why is the Nativity Story important to Christians at Christmas. • The Good Samaritan story (assembly) <p><i>Significant religious leaders such as Moses, David, Muhammad, Esther, Ibrahim</i></p> <p><i>Important symbols and artefacts such as Ner Tamid, cross, prayer beads -</i></p>	<p>Pupils should have the opportunity to learn about and understand the main beliefs/concepts and teachings of the religions studied. For example:</p> <p><i>Core concepts and ideas such as beliefs about God, Allah, creation, mitzvot; Krishna -</i></p> <ul style="list-style-type: none"> • Recap the understanding of Christianity. Discuss the understanding of God. What is important to you? • What is Islam? Discuss the significant concepts and beliefs (Allah) including any significant teachings (Muhammad), the sources of authority (Qur'an) and religious symbols. • Who are Hindus and what do they believe? <p><i>Principal sources of authority such as the Bible, Torah, Qur'an -</i></p> <ul style="list-style-type: none"> • Discuss Islam and its significant concepts, including the Qur'an. • Discuss the significant concepts and beliefs of Hinduism including any significant teachings, the source of authority and religious symbols.

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		<ul style="list-style-type: none"> • Visit St Andrews Church and look at important artefacts and symbols in Christianity. • Explore the significance of Christingle at Christmas time. • Examine symbols and artefacts that are used in places of worship or in different Faiths (Hinduism during Diwali, Christianity, Islam). 	<p><i>Important stories - Old Testament stories, New Testament stories, The Night of Power, Rama and Sita-</i></p> <ul style="list-style-type: none"> • Learn about Advent on the lead up to the celebration of Christmas. • Learn about the story of Rama and Sita during Diwali. <p><i>Significant religious leaders such as Moses, David, Muhammad, Esther, Ibrahim.</i></p> <p><i>Important symbols and artefacts such as Ner Tamid, prayer beads, cross. Diwa lamps, Menorah, Dreidels-</i></p> <ul style="list-style-type: none"> • Learn about Diwa lamps, mehndi during Diwali.
<p>EXPRESSION OF FAITH</p>	<ul style="list-style-type: none"> • What are special books? Make links to different religious texts and explore how this makes them special to people. What special books do children have in their own lives? How should we treat these special books? • How do people celebrate special times? 	<p>Pupils should have the opportunity to learn about how people express their belief and faith as individuals, groups, and communities. For example:</p> <p><i>Through worship at home -</i></p> <ul style="list-style-type: none"> • What is Faith? • Explore the different Faiths within the classroom. • Discuss that there are many different Faiths and that some people do not have a Faith. • Observe and recount how different ways of celebrating religious Festivals. <p><i>Worship and attendance at a place of worship-synagogue, man dir, mosque, church -</i></p> <ul style="list-style-type: none"> • What makes places sacred? • Explore celebrations that people might have in Mosques and Churches (similarities and differences e.g. people coming together (weddings, baptism, different traditional clothing etc) <p><i>Major celebrations and festivals such as Easter, Christmas, Eid ul-Fitr, Sukkot, Hanukkah, Diwali -</i></p>	<p>Pupils should have the opportunity to learn about how people express their belief and faith as individuals, groups, and communities. For example:</p> <p><i>Through worship at home.</i></p> <ul style="list-style-type: none"> • What happens during Ramadan? <p><i>Worship and attendance at a place of worship-synagogue, man dir, mosque, church.</i></p> <ul style="list-style-type: none"> • Read and respond to 'My Mosque' book. <p><i>Major celebrations and festivals such as Easter, Christmas, Eid ul-Fitr, Sukkot, Hanukkah, Diwali.</i></p> <ul style="list-style-type: none"> • What is Ramadan and what happens at this time?

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		<ul style="list-style-type: none"> Discover the meaning behind special celebrations and Festivals (Diwali, Christmas, Holi, Easter, Eid ul-Fitr). 	
IDENTITY-DAILY LIFE	<ul style="list-style-type: none"> What are special places? What special places do children have in their own lives and why are they special? 	<p>Pupils should have the opportunity to learn about the daily lives of people in the religions studied and how they reflect their religion and sense of belonging. For example:</p> <p><i>The daily life of a Christian, Muslim, or Jewish child -</i></p> <ul style="list-style-type: none"> Learn about the daily life of Muslim child. <p><i>Special clothes, food, personal devotion -</i></p> <ul style="list-style-type: none"> Festival food (Christmas) Personal devotion (shrines, prayer, prayer beads, cross) <p><i>Rituals and traditions that mark important events –</i></p> <ul style="list-style-type: none"> Discuss and explore special Christian celebrations in a Church e.g. Weddings, Baptism. 	<p>Pupils should have the opportunity to learn about the daily lives of people in the religions studied and how they reflect their religion and sense of belonging. For example:</p> <p><i>The daily life of a Christian, Muslim, or Jewish child -</i></p> <ul style="list-style-type: none"> Learn about the daily life of Hindu child. <p><i>Special clothes, food, personal devotion -</i></p> <ul style="list-style-type: none"> Discuss special clothes, food and acts of personal devotion for the Islam and Hindu Faith. <p><i>Rituals and traditions that mark important events-</i></p> <ul style="list-style-type: none"> Learn about the Diwali, Ramadan and Eid ul-Fitr.
SOCIAL ACTION-PUTTING BELIEFS INTO ACTION <p style="color: green;">Discussion in Assembly/class assemblies or trips.</p>		<p>What is a community? What do they do and why? Are there different communities' people can belong to?</p> <p>Attend the local Church and explore the Church community.</p>	<p>Pupils should have the opportunity to learn about how people of faith put their beliefs into practice and actions individually, as communities and organisations and their link with cultural heritage and British values. For example:</p> <ul style="list-style-type: none"> Learn about the importance of Harvest time-link to charities, in particular Christian Aid, help within the community to aid others. Learn about the importance of sharing and giving at Eid ul-Fitr. Learn about Zakat- one of five pillars of Islam that gives a portion of earnings to charity.
ASK BIG QUESTIONS AND		<p>Recognise differences and similarities between celebrations, Festivals and Faiths. Explore what is the same and what is different.</p>	<p>Pupils should have the opportunity to think about “big questions” about meaning,</p>

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MAKE CONNECTIONS Discussion in Class Assemblies			purpose and truth, identity, similarities, and differences between the religions studied, their own lives and the world around them. For example: <ul style="list-style-type: none">• Consider issues of right and wrong.• Talk about how people should live their lives.• Share their own ideas about God and the world.
Impact Children's skills will be assessed and developed by the teacher during lessons and through critical discussions at the end of each unit. Children's achievements will be celebrated through regular opportunities, such as circle times, discussion and assemblies. Some work may be displayed around the school and the Cultural Corridor will be updated frequently to celebrate important festivals for different cultures and religions around the world. Children's Learning journeys will demonstrate children's progression in knowledge and skills and their achievements within the RE Syllabus. Children will be encouraged to apply their skills across the curriculum and feel confident to share knowledge and experiences about their diverse backgrounds.			