

Religious Education Progression



At Ark Bentworth, we believe Religious Education should reflect the rich and diverse community here in Hammersmith and Fulham, in London, across the UK and around the world. Our curriculum revolves around a broad and balanced view of how religious beliefs have shaped our world and the impact of religion on individual and collective experience. Our curriculum ensures that learning reflects that British religious traditions are in the main Christian, while exploring the range of beliefs, symbols, and actions that underpin the world's major faiths. The curriculum aspires to develop an understanding of differences and similarities which inform religions and worldviews in our community and beyond. Lessons are planned to provide students with rich and varied examples of rituals, celebration, worship and pilgrimages while exploring questions of belonging, meaning, morality, purpose and truth. The sharing of understanding through experiences and dialogue with others supports the spiritual, moral, social and cultural development of pupils. It also promotes the British values of interfaith harmony and co-operation and the combatting of prejudice and discrimination.

Pupils in EYFS will encounter Christianity and other faiths as part of their growing sense of self, their own community and their place within it.

Pupils in Key Stage 1 will be introduced to the following faiths and worldviews: Christian, Hindu, Sikh, Humanist, Muslim, Jewish and Buddhism.

Pupils in Key Stage 2 will develop and deepen their understanding of the following faiths and worldviews: Christian, Hindu, Sikh, Humanist, Muslim, Jewish and Buddhism. Pupils are provided with opportunities to acquire knowledge of key facts and concepts alongside developing skills such as asking perceptive questions, analysing artefacts and evidence, thinking critically and understanding different perspectives.

There are three strands to the RE curriculum: Believing, Expressing and Living.

Believing: Religious beliefs, teachings, sources; questions about meaning, purpose and truth.

Expressing: Religious and spiritual forms of expression; questions about identity and diversity

Living: Religious practices and ways of living; questions about values and commitments

The curriculum for RE aims to ensure that all pupils:

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

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

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

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

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

1. find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively
2. enquire into what enables different individuals and communities to live together respectfully for the wellbeing of all
3. articulate beliefs, values and commitments clearly in order to explain why they may be important in their own and other people's lives.

Finally, as an inclusive school, Ark Bentworth values difference and diversity within our school community and the wider world. As such, Religious Education is delivered within the context of our school aims and values:

- School Aims: Aiming High, Achieving Together
- School Values: Respect, Resilience, Generosity, Honesty, Independence, Happiness

The units taught at Ark Bentworth are as follows:

	Believing		Expressing		Living	
Area of enquiry	Religious beliefs, teachings, sources; questions about meaning, purpose and truth <i>C. Gain and deploy the skills needed to engage seriously with religions and worldviews</i>		Religious and spiritual forms of expression; questions about identity and diversity <i>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</i>		Religious practices and ways of living; questions about values and commitments <i>A. Know about and understand a range of religions and worldviews</i>	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	F2: Which people are special and why?	F4: Which times are special and why?	F6: What is special about our world?	F3: Which places are special and why?	F1: Which stories are special and why?	F5: Where do we belong?
1	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?	3 What does it mean to be a Hindu	4 What does it mean to be Sikh	2 What does it mean to be a Humanist	1.7 What does it mean to belong to a Faith Community?
2	1.2 Who is a Muslim and what do they believe?	1.8 How should we care for others and the world, and why does it matter?	1.3 Who is Jewish and what do they believe?	1 What is Buddhism	1.4 How can we learn from sacred books?	1.6 How and why do we celebrate special and sacred times?
3	L2.1 What do different people believe about God?	L2.2 Why is the Bible so important for Christians today?	L2.4 Why do people pray?	L2.5 Why are festivals important to religious communities?	L2.7 What does it mean to be a Christian in Britain today?	5 Why are festivals and high holy days important in Judaism
4	L2.3 Why is Jesus inspiring to some people?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	L2.9 What can we learn from religions about deciding what is right and wrong?		6 What do Jewish people teach and believe about G-d	L2.8 What does it mean to be a Hindu in Britain today?
5	U2.1 Why do some people believe God exists?	U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship?		U2.6 What does it mean to be a Muslim in Britain today?	7 Following the Buddha
6	U2.3 What do religions say to us when life gets hard?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.7 What matters most to Christians and Humanists?		U2.8 What difference does it make to believe in Ahimsa, Grace and Ummah?	8 Buddha and Human Experiences

Progression of units through each strand:

	Believing	Expressing	Living
EYFS	F1 Which stories are special and why? F2 Which people are special and why?	F3 Which places are special and why? F4 Which times are special and why?	F5 Where do we belong? F6 What is special about our world and why?
1	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?	1.7 What does it mean to belong to a faith community? 2 What does it mean to be a Humanist? 3 What does it mean to be a Hindu? 4 What does it mean to be Sikh?
2	1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.4 What can we learn from sacred books?	1.6 How and why do we celebrate special and sacred times?	1.8 How should we care for others and the world, and why does it matter? 1 What does it mean to be a Buddhist?
3	L2.1 What do different people believe about God? L2.2 Why is the Bible so important for Christians today?	L2.4 Why do people pray? L2.5 Why are festivals important to religious communities? 5 Why are festivals and high holy days important in Judaism?	L2.7 What does it mean to be a Christian in Britain today?
4	L2.3 Why is Jesus inspiring to some people? 6 What do Jewish people teach and believe about God	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	L2.8 What does it mean to be a Hindu in Britain today? L2.9 What can we learn from religions about deciding what is right and wrong?
5	U2.1 Why do some people think God exists? U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	U2.4 If God is everywhere, why go to a place of worship?	U2.6 What does it mean to be a Muslim in Britain today? 7 Following the Buddha
6	U2.3 What do religions say to us when life gets hard? 8 Buddha and Human Experiences	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.7 What matters most to Christians and Humanists? U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?

Progression of units through each religion:

	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Christianity	Y1: 1.1 Who is a Christian and what do they believe?	Y3: L2.2 Why is the Bible so important for Christians today? Y3: L2.7 What does it mean to be a Christian in Britain today? Y4: L2.3 Why is Jesus inspiring to some people?	Y5: U2.1 Why do some people think God exists? Y5: U2.2 What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)
Islam	Y2: 1.2 Who is a Muslim and what do they believe?		Y5: U2.6 What does it mean to be a Muslim in Britain today?
Judaism	Y2: 1.3 Who is Jewish and what do they believe?	Y3: 5 Why are festivals and high holy days important in Judaism? Y4: 6 What do Jewish people teach and believe about God	
Hinduism	Y1: 3 What does it mean to be a Hindu?	Y4: L2.8 What does it mean to be a Hindu in Britain today?	
Sikhism	Y1: 4 What does it mean to be Sikh?		
Buddhism	Y2: 1 What does it mean to be a Buddhist?		Y5: 7 Following the Buddha Y6: 8 Buddha and Human Experiences
Non-religious and worldviews	Y1: 2 What does it mean to be a Humanist?		Y6: U2.7 What matters most to Christians and Humanists?
Thematic	Y1: 1.5 What makes some places sacred? Y1: 1.7 What does it mean to belong to a faith community? Y2: 1.4 What can we learn from sacred books? Y2: 1.6 How and why do we celebrate special and sacred times? Y2: 1.8 How should we care for others and the world, and why does it matter?	Y3: L2.1 What do different people believe about God? Y3: L2.4 Why do people pray? Y3: L2.5 Why are festivals important to religious communities? Y4: L2.6 Why do some people think that life is like a journey and what significant experiences mark this? Y4: L2.9 What can we learn from religions about deciding what is right and wrong?	Y5: U2.4 If God is everywhere, why go to a place of worship? Y6: U2.3 What do religions say to us when life gets hard? Y6: U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? Y6: U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?
EYFS units are thematic: F1 Which stories are special and why? F2 Which people are special and why? F3 Which places are special and why? F4 Which times are special and why? F5 Where do we belong? F6 What is special about our world and why?		Nursery introduces the units through discussion, making links to our overarching EYFS curriculum, special events and school community. Reception builds on this by developing and exploring the questions further during RE lessons. They begin introducing the children to different religions and world views through discussion, experiences, our school and wider community and our EYFS curriculum.	

End of Key Stage Aims:

Aim	End of Key Stage 1 Aims	End of Key Stage 2 Aims
Know about & Understand: A. Know about and understand a range of religions and worldviews.	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about 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.	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
Example:	<ul style="list-style-type: none"> - Recall, name and talk about materials in RE - Retell stories, suggesting meanings for sources of wisdom, for festivals and for acts of worship 	<ul style="list-style-type: none"> - Describe religions and worldviews, connecting ideas - Outline ideas and practices, linking different viewpoints - Explain the impact of and connections between ideas, practices, viewpoints - Appreciate and appraise different understandings of religion and worldviews
Express and Communicate: B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	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.	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.
Example:	<ul style="list-style-type: none"> - Observe, notice and recognise materials in RE - Ask questions and give opinions about religions, beliefs and ideas 	<ul style="list-style-type: none"> - Give thoughtful responses using different forms of expression in RE - Express ideas of their own thoughtfully in RE - Explain diverse ideas and viewpoints clearly in various forms - Express insights into questions, giving coherent accounts of beliefs and ideas
Gain & deploy skills: C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using 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.	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 well-being 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.
Example:	<ul style="list-style-type: none"> - Notice and find out about religions and worldviews - Collect, use and respond to ideas in RE 	<ul style="list-style-type: none"> - Consider and discuss questions, ideas and points of view - Apply ideas about religions and worldviews thoughtfully - Investigate and explain why religions and worldviews matter - Enquire into and interpret ideas, sources and arguments